

**Echt School
Standards & Quality Report
2019 - 2020
&
School Improvement Planning
2020 – 2021**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Echt School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Echt School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Margaret Cochrane

Head Teacher

The School and its context

Vision for the school

“EVERYONE CREATIVE AND HAPPY TOGETHER”

EVERYONE INCLUDED, RESPECTED AND RESPONSIBLE

CREATIVE AND CURIOUS, INDEPENDENT LEARNERS

HAPPY AND HEALTHY, WE BELIEVE IN OURSELVES

TOGETHER WE GROW, ACHIEVING SUCCESS

Values that underpin our work

CREATIVE

RESPECTFUL

SELF-BELIEF

TEAM PLAYER

INCLUDED

INDEPENDENT

What do we aim to achieve for our children/pupils?

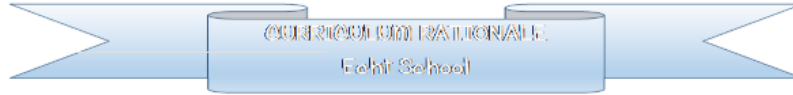
- Challenge our pupils to be **creative** thinkers
- Promote wellbeing, **self-belief** and mutual **respect**
- Work **together** as a whole school community and celebrate success
- Provide opportunities for everyone to feel **included** and achieve their best.
- Promote **independence** by encouraging leadership and responsibility.
- Value sustainability and social justice, locally and globally.

Context

Echt School and Nursery is a small rural school situated in the village of Echt. It lies approximately 13 miles west of Aberdeen on the Aberdeen – Tarland road. The school has 2 classrooms, one of which accommodates Nursery and P1-3 with a shared space between the two classes which has direct access to outdoors. There is also a P4-7 classroom, a library and a school hall/gymnasium. The school is surrounded by a playground and has the added advantage of a large playing field within close proximity. This playing field is used by the children during fine weather. The Nursery outdoor area has recently been refurbished in order to create a natural learning experience outdoors. This lies adjacent to the school building. The children participate in a wide variety of curricular and non-curricular activities within the school grounds and also in their local environment and community. The children from the Nursery attend Echt, Dunecht, Midmar and Cluny schools. The local academy is Alford, and most P7 children move here for their secondary education.

The teaching staff comprises of a staff equivalent of 2FTE, which includes a Head Teacher, a 0.55FTE teacher flexible days, 1FTE teacher, an EYSP, EYLP and 3 EYPs. Echt has a 27.5 hour allocation of PSA support, this resource is carefully timetabled to support the needs of identified pupils and enhance learning. We currently have a specialist teacher that delivers varying curricular areas on a Monday. The school aims were reviewed in 2019-20 along with the creation of our Curriculum Rationale. The school has a very strong collegiate ethos which is well supported with an engaged parent forum and active Parent Council. Scottish Index of Multiple Deprivation (SIMD) shows that all pupils are in deciles 8 and 9 out of a possible 10. There is no apparent poverty gap, only small pockets hidden rural poverty. The school staff are aware of vulnerable pupils within the school and plan accordingly.

Echt School Curriculum Rationale



OUR VISION and VALUES

EVERYONE CREATIVE AND HAPPY TOGETHER

OUR VALUES

CREATIVE

RESPECTFUL

SELF-BELIEF

EVERYONE INCLUDED, RESPECTED AND RESPONSIBLE

CREATIVE AND CURIOUS, INDEPENDENT LEARNERS

HAPPY AND HEALTHY, WE BELIEVE IN OURSELVES

TOGETHER WE GROW, ACHIEVING SUCCESS

OUR VALUES

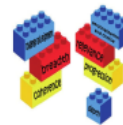
TEAM PLAYER

INCLUDED

INDEPENDENT

Our Aims

- CHALLENGE OUR PUPILS TO BE CREATIVE THINKERS
- PROMOTE WELLBEING, SELF BELIEF AND MUTUAL RESPECT
- WORK TOGETHER AS A WHOLE SCHOOL COMMUNITY AND CELEBRATE SUCCESS
- PROVIDE OPPORTUNITIES FOR EVERYONE TO FEEL INCLUDED AND ACHIEVE THEIR BEST.
- PROMOTE INDEPENDENCE BY ENCOURAGING LEADERSHIP AND RESPONSIBILITY
- VALUE SUSTAINABILITY AND SOCIAL JUSTICE, LOCALLY AND GLOBALLY



forestschool
CommunityCafe
pupivoice
ETHOS
transition
relationships
eco
nurturing
outdoor
buddies
HGIOURS
restorative
rightsrespecting

bigwriting
UNGlobalGoals
raisingattainment
pairedreading
opendays
DYW
digitalschool
thinkingroutines
CoramLifeHWB
parent-pupilworkshop
CURRICULUM

INTER-DISCIPLINARY LEARNING

UNGlobalGoals
talkingtubs
homelearning
masterclass
performances
careersfayre
bigquestions
holisticassessment



PERSONAL ACHIEVEMENT
differentiation
dailymile
volunteering
profiling
JRSO
paceandchallenge
bikeability
digitalleaders
clubs
assemblies
pupilgroups
peermentors
achievementwall
housechallenges

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
<p>SCHOOL – Priority 1 Literacy Improve reading comprehension, with a particular focus on non-fiction.</p> <p>Improve the number of pupils on track or exceeding expectations in reading across first level/early second level in particular in 2019-20.</p> <p><i>NB: This priority will continue with a whole school focus on reading for enjoyment and non-fiction.</i></p>	<ul style="list-style-type: none"> -Re-organise and upgrade library. Purchase new books, including non-fiction. Purchase Accelerated reader. -HT to introduce reflective reading approach. -Continue with Therapet. -PSA targeted support in sessions. -NGRT start and end of year. Use diagnostics to inform planning. -Continue with Emerging Literacy approaches in Nursery, P1 and into P2. -Making Thinking Visible Programme thinking routines are incorporated into reading sessions. -Book Bug sessions in Nursery -Parent workshops – Emerging Literacy Nursery, P1 and P2. -Phonics workshop (all parents) 	<p>P4s are all on track for reading and have continued to make appropriate progress from June 2019 to June 2020. GL assessments in reading have verified this. The majority of P5 and P6 pupils are on track. .</p> <p>Non-fiction has improved in some respects but requires a further focus on main ideas and character motivation and in non-fiction, recognising features. There has been an overall improvement in reading skills but engagement needs more focus. Reflective reading training to be introduced as a collegiate session in Term 1 2020.</p> <p>The majority of pupils are on track or exceeding in reading. All PEF pupils on track in reading.</p> <p>-Lockdown prevented Accelerated reader from being progressed last academic year. Accelerated reader, Star reading and My On resource have now been purchased with PEF funding and staff are working on re-configuring the library.</p> <p>Therapet is not possible to Covid restrictions. However, it continued to be highly effective in improving confidence for pupils when presenting or reading aloud.</p> <p>Thinking routines were very successful and improved depth and pupil voice/confidence. Routines are still being used in class routinely across the curriculum in the new session. Unfortunately, the tapestry GTC qualification for staff has not been attained, as the course appears to have been suspended due to Covid.</p> <p>New P1s were screened using the emerging literacy phonological screener in nursery in Term 3 last year and positive impact upon retesting was evident at the start of P1. Only blending needs addressed via phoneme introduction. Book Bug sessions took place in Nursery as planned.</p> <p>In P4-7 Phonics Int shows improvement in phonics in SNSA. Spelling rules are weaker, however. Use Highland Literacy Roots and Shoots to extend knowledge of word roots, prefixes and suffixes and incorporate into planning for this session.</p> <p>At P1 most pupils remained OT. At P2 a rise of 10% on track (1 pupil). At P3 a drop in OT from majority to some. Continue to target relevant pupils.</p> <p>Phonics workshops took place for parents in term 1. Unable to deliver the usual end of year/start of year sessions due to Covid.</p>

<p>SCHOOL – Priority 2 Literacy Improve the quality of writing across the school.</p> <p>Improve number of pupils on track or exceeding in writing based on teacher assessment and the Scottish criterion Scale, with a particular emphasis on end of first level/start of second level in 2019-20.</p> <p><i>NB: This priority will continue in 2020-21 with a focus of improving the % of pupils on track or exceeding in writing.</i></p>	<ul style="list-style-type: none"> -PSA targeted support in writing sessions. -PEF funding – PSA to support writing for PEF pupils. -Focused grammar sessions in P4-7 class. -Embed Big writing approaches across both classes. Use of mighty writer to support organisation and VCOP up levelling activities in the P1-3 class. -Continued evaluation of and implementation of Phonics International -Making Thinking Visible Programme thinking routines are incorporated into writing sessions. -Parent workshops – Emerging Literacy Nursery, P1 and P2. -Phonics workshop in term one. (All parents) -Nelson handwriting embedded across the school. 	<p>PSA targeted support improved engagement, willingness to write and confidence for pupils, as did the use of a laptop for certain pupils. Pupils were generally on task much more quickly. Extra Chromebooks will be purchased in 2020-21 to support writing in class. Impact was reduced due to lockdown, although writing lessons still took place via Google Classroom and some excellent pieces were uploaded in the lockdown period. Most pupils made progress in writing but some (especially ASN pupils and/or those who did not engage so well with home learning) made smaller steps or no further progress. The middle of second level and first level continue to be areas to focus on. SNSA data at P4 and P7 indicate a ‘high medium’ banding for most pupils.</p> <p>At P4 SNSA, verbs, prefixes, apostrophes require more attention. At P1 – no assessments took place due to Covid At P7 – no diagnostic data is available to analyse.</p> <p>Oxford Criterion Scale at school closure point (Big Writing) indicated that the majority of pupils were on track or exceeding.</p> <p>The majority of pupils are on track or exceeding in writing. All PEF pupils are now on track in writing.</p> <p>Significant improvement in handwriting for some pupils. Some pupils now joining and the readability and letter formation has improved generally across both classes. There has been a slip backwards for some pupils however due to lockdown.</p> <p>Thinking routines improved depth when writing and engagement of pupils and supported the planning for writing stage. These will continue to be an embedded part of classroom practise.</p> <p>Moderation activities took place in terms 1-3 and the main findings are below;</p> <ul style="list-style-type: none"> -Class teachers may be underassessing slightly in some areas -All presented, validated judgements against E, F, S levels - Assessment directly against benchmarks generated judgements that were slightly higher. - Benchmarks broadly correlate with OWCS - Easier to evidence achievement of early using benchmarks than OWCS. <p>Phonics workshops took place in term 1 but were unable to proceed in term 4 for parents of new pupils due to Covid.</p>
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<p><u>SCHOOL – Priority 3 H&W</u> Further develop pupil voice, an ethos of respect and a learning environment that reflects the school values.</p> <p>Pupil questionnaires reflect an improving ethos of respect within school by the end of 2019/20 and into 2020/21.</p>	<ul style="list-style-type: none"> -Re-visit and secure RRS Silver by the end of 2019/20. -Aspire to achieve RRS Gold as soon as is practically possible. -Application of Making Thinking Visible techniques to ensure delivery of key values. -Delivery of assemblies related to the new school values and RRS. -Continuation of peer mediators and pupil groups to encourage pupil voice. -Use of Respect for All resources to develop a bespoke anti-bullying policy for Echt School. -Leaders of learning pilot project (TBC by LA Term 2 210/20) 	<p>The RRS action plan, considers ideas gleaned from our visit to Strathburn and weak areas from the previous accreditation visit. The RAG evaluation tool for silver was completed with the full committee. RRS Steering group and community reps established.</p> <p>A visit to Strathburn took place to meet the RRS group and Hillside as Leaders of Learning. Positives from both school are being implemented at Echt.</p> <p>An Anti-bullying policy and Positive Relationships policy was created with the Pupil Council and approved by the Parent Council. An RRS survey has improved from most pupils feeling safe at school to all pupils.</p> <p>Making Thinking Visible and thinking routines has improved pupil voice and confidence as tools for uncovering thinking and pupil views. Almost all pupils felt listened to by teachers but improved to all in the second survey. Most pupils feel they can influence decisions.</p> <p>VVA and RRS are both regular features in assemblies. Most pupils can tell you the school values and talk about rights that apply to them and others (including globally).</p> <p>Re-accreditation at Silver has been agreed with the North East Assessor due to staff changes. This has been seriously hampered by Covid restriction and lockdown and will remain a key focus on next year’s action plan.</p> <p>RRS and the Global goals underpin the school curriculum and are built into planning and referred to in lesson plans. Pupil groups were highly active in 2019-20.</p> <p>Pupil questionnaires improved significantly across the year including RRS questionnaire especially in feeling safe at school on the playground.</p>
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		<p>Kindness and antibullying displays in the corridor were created by Pupil Council. These are referred to in assemblies and class.</p> <p>Leaders of Learning attended a training event at Woodhill House and carried out a visit to Hillside School where they took notes on the theme of Relationships and fed back strengths and recommendations to a group of pupils, staff and members of the community. Hillside were due to visit Echt in the first week of lockdown so we have not had the opportunity to host them at Echt.</p> <p>Play Leader training took place in Term 3 and has been suspended due to Covid.</p>
<p><u>NURSERY -Priority 1 Literacy</u> To improve progress in language skills (vocabulary, pre-writing, pre-reading) in the Nursery .</p> <p>Continue to ensure tracking and monitoring of children’s progress is well-understood by staff and used effectively to secure improved outcomes for all children.</p> <p>Use knowledge of how children learn to develop high quality observations. and interactions with nursery children and as a basis for planning.</p> <p>Promote an ethos of respect by applying GIRFEC approaches.</p> <p>Aim to see a continued improvement in all of these areas by end of 2019-20 and continuing into 2020/21. Evidenced through parent surveys.</p>	<p>Attend Literacy in The Outdoors training by Juliet Robertson (Creative Star)</p> <p>Carry out audit of outdoor area using Juliet Robertson’ ‘Creative Star’ – Valuing The Outdoors’ in partnership with the principle teacher to create a baseline for literacy outdoors. Use of My World Outdoors, Loose Parts and BTA to support best practise outdoors.</p> <p>Assess pre-schoolers using emerging Literacy phonological awareness screener and pencil control screener in early Term 3.</p> <p>Engage with the Emerging Literacy vocabulary materials to enrich use of language.</p> <p>Develop parental engagement approaches by referring to the Parental Engagement toolkit, particularly with reference to literacy and language.</p> <p>Provide an Emerging Literacy workshop for Nursery, P1 and P2 parents in term 1. Continued use of core provision document to improve learning opportunities indoors and outdoors in the core area</p>	<p>Pre-schoolers were assessed for phonological awareness 3.3.20. Data was shared with the P1 teacher. Children continued to take part in small group activities supporting emergent phonic knowledge designed to address gaps identified by test results. Children continued to develop knowledge in readiness for P1 transition.</p> <p>Creative Star training was attended by staff. An audit took place with them and the PT.</p> <p>The indoor and outdoor environment has been updated in line with consultation with external professionals. A consultation with children has initiated these developments.</p> <p>An Emerging literacy workshop was led by HT in Term 1 and feedback from parents was positive.</p> <p>The P1-3 teacher trained nursery staff on the basics of emerging literacy approaches in term 3. This will need to be reinforced next academic year due to the training needs of new staff that will need to be recruited for 1140 hours.</p> <p>A focus on the Parental Engagement toolkit will take place next academic year. Due to lockdown this was never explored. Covid restrictions will require a creative thought process around this.</p>

<p>Reduce the number of pre-reading, pre-writing gaps in P1 by providing rich literacy opportunity in Nursery, with a particular focus on the pre-school year. Track over 2019-20, 2020-21, 2021-22</p>		
<p>Matters outstanding from previous SIP that are still ongoing and require consolidation.</p> <p>Continue to ensure tracking and monitoring of children's progress is well-understood by staff and used effectively to secure improved outcomes for all children.</p> <p>Use knowledge of how children learn to develop high quality observations. and interactions with nursery children and as a basis for planning.</p> <p>Promote an ethos of respect by applying GIRFEC approaches.</p>	<p>Attend any relevant training.</p> <p>Quality audit of 2.3 HGIOELC.</p> <p>Professional reading BTA - practice and interaction</p> <p>Liaise with principal teacher.</p> <p>Continue to monitor and moderate the newly acquired Online Learning journals to ensure Nursery profiles focus on learning and next steps.</p> <p>Look into Northern Alliance skills progressions as an alternative progression pathway.</p> <p>Develop a self-evaluation calendar. Ensure parental involvement in evaluation. HT to meet weekly with Nursery staff</p> <p>Ensure wellbeing indicators are more prominent and children and familiar with them.</p>	<p>All staff attended 18 CPD training sessions in total between 6.1.20-20.3.20, run by Aberdeenshire Council Early Years team. Training was shared at staff meetings so that it was cascaded to all team members. HT attends weekly nursery meetings.</p> <p>The EYSP has conducted two parent surveys consulting on outdoor play and COVID-19. Parents were confident that Covid planning was safe and well planned for. Most parents found the outdoor learning focus to be very positive. Most parents found the Learning Journals a useful way of communicating interactively. Ongoing surveys next academic year will continue to inform progress in this area.</p> <p>The EYSP has produced a self-evaluation calendar under guidance of the PT.</p> <p>Staff are becoming more competent in producing high quality observations. Learning outcomes are being linked in most cases , subsequently learning trackers are evident for every child so that progress is clearer and gaps in learning are therefore beginning to be systematically addressed. The Learning journal is main tracker at the moment. EYSP Awaiting Aberdeenshire tracker modification. Northern Alliance progressions are being used to inform observations are uploaded to the learning journals.</p>

<p>Aim to see a continued improvement in all of these areas by end of 2019-20 and continuing into 2020/21. Evidenced through parent surveys.</p>		<p>Children and families are being consulted regarding next steps in order that developmental support is shared and evident for planning. Parents are interacting with key workers via electronic learning journals on a more regular basis so that their views can be considered in terms of planning.</p> <p>Peer monitoring practice has begun between EYPs and the EYLP in order to ensure parity and quality of observations. Nursery staff are working in pairs as buddies for key children so that they can compare development observed, peer monitor and plan for individual need.</p> <p>Nursery children are familiar with the wellbeing indicators and use the language in their play appropriately. e.g. "I'm sponseible, I'm helping to wash up!" Photographs are displayed at child height around the nursery depicting the icon and image of a nursery child partaking in an illustrative activity. e.g. Healthy – child eating fruit. Children are observed talking to each other about the aspect depicted. Icons are used at together time during group discussion to illustrate conversation linked to appropriate activity.</p>
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- The recently refreshed vision, values and aims and curriculum rationale are becoming embedded in the culture of the school. There is a positive ethos across the nursery and school.
- Staff show commitment and enthusiasm and know the families and community well. Staff are fully aware of vulnerable children and plan accordingly. Our curriculum has been fully refreshed and is underpinned by the Global Sustainability Development Goals and UNCRC.
- Visits to other schools by the Leaders of Learning group and RRS group were extremely interesting and further developed pupil understanding of the socio-economic context of their own school and others.
- There have been opportunities for staff to take on leadership roles through leading initiatives and groups e.g. Pupil Council, Health, Eco, Rights Respecting Schools Award work, Fairtrade and pupil clubs as well as 1+2 (although this needs more work). Teaching staff are also Leaders of Learning on the Making Thinking Visible programme which focuses on developing higher order thinking skills with the pupils.
- Every pupil in P1-7 is part of a pupil group i.e. Pupil Council, RRS, Health, Eco Group, Leaders of Learning, Community Group, Fairtrade, Health and Digital Leaders. We also have established Peer Mediators and Play Leaders.
- Thinking routines have further developed a culture of creativity and critical thinking for both staff and pupils and have been used with parents to explore issues and views.
- Nursery staff are involved in weekly staff meetings and focused Nursery meetings with the Head Teacher, EYSP and Nursery staff take place every week.
- The Head Teacher is aware of aspects for improvement and is continuously planning how to drive this forward.
- School and nursery staff have used In Service days to work collaboratively on self-evaluation and school improvement priorities.
- Staff attend training relevant to improvement priorities e.g. Big Writing, Big Maths, MTV, Emerging Literacy, Observation and Planning training, Planning in The Moment etc.
- **NURSERY:**
- A new nursery leadership team have been in place since January 2020. Both recruits have substantial knowledge from previous settings and have worked to audit both the nursery environment and working practice in line with best practice for the sector.
- Nursery policies have all been reviewed in line with Aberdeenshire guidance and all nursery staff have been included in this process of moderation.
- EYSP and EYLP have worked together to plan for changes in environment, policy, procedure and staffing, to accommodate 1140 hours.
- Outdoor learning has become a focus of change within nursery. The environment has been developed in consultation with children and families in order to develop outdoor planning and risk assessment.
- Nursery staff and children were involved in producing a GIRFEC display to inform parents and ensure the wellbeing icons and terminology of SHANARRI were embedded in learning.
- EYSP and EYLP attended induction training for new managers during Jan – March 2020 which directly addressed accommodating change during 1140 and leadership.

- EYSP attends twice termly EYSP forums which address issues underlying management of change eg. Care Inspectorate expectations; consultation with families during 1140 rollout.
- EYSP has weekly meetings with principle teacher to assess change and its impact and make next steps for leadership of change

How do you know?

What evidence do you have of positive impact on learners?

- Most children know our school values and vision and refer to them regularly. They are referred to and discussed in assembly every week. Recent survey to parents suggests that all parents who returned responses agree that the school have shared vision, values and aims and is well led.
- The positive rights respecting ethos is evident in school survey responses and questionnaires from pupils, parents and staff and has improved over the course of last session, mainly in terms of pupils feeling heard, respecting one another and being respected and nurtured by staff and feeling safe.
- The RRS steering group worked very hard in 2019-20 towards re-accreditation at Silver. Our committee consists of a parent member and a volunteer member from the local community.
- PRD and PPP meetings take place annually and focus on professional development linked to school improvements where possible.
- Termly planning and tracking meetings are a fundamental part of our practice in order to ensure all pupils are achieving their best and that interventions are regularly evaluated to assess their impact.
- Data from assessments is analysed for strengths and weaknesses and this informs our school priorities
- Whole school interventions and the school's priorities are evaluated at key points in the school year in order to assess impact of interventions and make adjustments as required.
- Staff training is linked to interventions and the priorities.
- **NURSERY:**
- Children are observed to use vocabulary associated with GIRFEC in their play ongoing appropriately.
- Planning and tracking next steps are shared with parents via the electronic learning journals interactive observation app. Parents are able to feed back on children's interests and development accordingly outwith nursery.
- Nursery are working with Creative Star outdoor learning consultants and receive feedback on their progress via the PT through virtual meetings at least twice a month. Impact has been assessed as very positive.
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What are you going to do now?

What are your improvement priorities in this area?

- Purchase and install accelerated reader to support literacy as this was unable to happen due to lockdown.
- Gain re-accreditation at Silver in RRS
- Review how best to operate pupil groups bearing in mind Covid restrictions
- Fully implement 'value of the week' with pupils.
- Continue to embed thinking routines into the curriculum in order to develop a culture of critical and creative thinking.
- Ensure staff training relates to school priorities where possible ensuring a focus on core areas, narrowing the gap and Covid recovery.
- **NURSERY:**
- EYSP and EYLP to make the process of policy and procedure development adapt to include consultation with parents.
- Nursery team to focus on addressing gaps in children's learning by using data collected from observation and assessment according to Aberdeenshire progression pathways specifically in literacy and numeracy. Northern Alliance progression to be considered and added to Learning Journals if appropriate.
- Nursery team to attend specific numeracy training on inset days to address gaps in practitioner knowledge.
- Continue to embed Emerging Literacy approaches.
- Address 1140 changes dynamically according to local and national policy.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

**Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

Echt School works closely with the UNCRC and a Rights Respecting Schools approach underpins our curriculum and our ethos. Learner's achievements are celebrated and acknowledged in a range of ways. Every child in school is part of a pupil group. This year, Echt School took part in the Leaders of Learning programme with seven other schools in Aberdeenshire. Pupil groups support in local community by means of local fund raising, hosting Community Cafés and Teeny Tiny Tots, a parents and baby/toddler group. We also take part in regular community litter picks as part of Eco Schools. Thinking routines are becoming embedded in the classroom culture. Pupils have regularly opportunities to feedback to their peers and learning conversations take place termly with the teacher to review and set personal targets. Teachers plan in a consistent way and plan assessment evidence they wish to collect at the outset. Moderation activities are incorporated into the school improvement plan and area also explored at cluster level. Pupils drive the focus areas with the Curriculum for Excellence outcomes by generating big questions that they would like to explore. Learning is interdisciplinary wherever possible. Tracking meetings provide a termly focus for analysing data and exploring a range of evidence which then informs next steps or interventions for pupils. Planning for additional support needs is part of this termly process and interventions are adapted as required. Pupil Equity funding is targeted at pupils from less privileged backgrounds in the first instance and is often directed to support a wider group if appropriate. All pupils have their own ipad and they use this to support learning in the classroom and at home e.g, Google classroom and Google Drive. We also use a range of apps to enhance learning such as Book Creator, Sumdog, Green Screen, Nessy, iMovie and Puppet Pals. Pupil attend Forest Schools at least once a term, where activities are themed and house challenges are incorporated. Activities are differentiated and often pupils are able to choose their level of challenge. Success criteria is co-constructed with pupils and learning intentions are always shared and reflected upon during the course of the lesson.

Nursery:

The EYLP is attending Aberdeen University to complete her BA Childhood Practice. The EYSP is mentoring her development in order that quality teaching is embedded in nursery.

The EYLP is attending Early Years in Nature outdoor learning level 3 accredited course in order to inform best practice in outdoor learning. This learning will be cascaded to all staff

Peer observations have been introduced into nursery to share best practice in delivering the curriculum and provide positive feedback.

Electronic learning journal observations are peer moderated to ensure assessment of children's development has parity between all staff, thereby ensuring learning is supported at the correct developmental level for all children.

.A buddy system has been introduced into nursery whereby each child has a key person and another member of staff responsible for their care focus. This is working well and ensures that children allocated to part time staff members always have a team member on site to support them.

Nursery are using Aberdeenshire Provision Area guidance to audit existing provision dynamically in the indoor and outdoor environments, ensuring that action is taken to enhance and improve continuous provision providing resources which support best practice in each area.

Parents are informed of the current learning focus in nursery using an outdoor display board focusing on CfE outcomes and using photographs and speech bubbles with children's views of their learning scribed by key workers.

How do you know?

What evidence do you have of positive impact on learners?

Pupil surveys evidence that pupils feel cared for and nurtured in school and that their views are listened to and acted upon. Achievements are recognised in profiles on Book Creator that go home at the end of each term. They are also recognised in school assemblies and our Achievements wall. Wider achievements are tracked and where there are gaps, these are addressed where possible e.g. swimming lessons, art club. Some clubs are run by pupils. Parent Council are updated termly on any whole school developments/actions driven by pupil groups. During lockdown, pupils worked with the meta-skills from Skills Development Scotland as part of a theme. All teaching staff attended the Tapestry Making Thinking Visible course and thinking routines have been introduced in order to develop higher order thinking skills. These have had a positive impact especially in term of deepening thinking and as a planning tool for writing, planning learning with the pupils and uncovering thinking. Pupils are generally capable and confident when using iPad technology and GLOW tools. Remote learning during lockdown enhanced the skills of many pupils who are now more adept when using Google Drive and Microsoft Office tools to create, present and upload their work. Teachers enter their own tracking informed by a wide range of evidence and have a good working knowledge of data analysis and how this informs individual, group or whole school planning and interventions. Open afternoons provide opportunities for parents to learn with the pupils and curricular workshops are planned co-operatively with pupils, parents and staff e.g. Rights Respecting workshop. Parents views are collected, analysed and acted upon where possible.

Nursery:

Parental communication has continued during COVID using the interactive learning journal system. 77% of parents are currently tracked as accessing their children's journals on a weekly basis.

The EYSP monitors observations ongoing to provide data to all staff at regular feedback meetings of progression and gaps which need to be addressed thereby ensuring learning expectations are embedded:

In health and wellbeing data shows that achievement has improved in the autumn term as follows

	17.08.20	10.11.20
Emergent skill	26%	45%
Developing skill	31%	47%
Embedded skill	1%	9%

In Numeracy and mathematics data shows that achievement has improved in the autumn term as follows

	17.08.20	10.11.20
Emergent skill	23%	34%
Developing skill	9%	13%
Embedded skill	0%	0%

What are you going to do now?

What are your improvement priorities in this area?

- Explore digital alternatives to 1:1 iPads, as the operating systems on the iPads are becoming outdated and problematic.
- Explore resources that support outdoor learning as a context for literacy and numeracy.
- Plan how to operate pupil groups, peer mediators, play leaders etc, effectively with Covid restrictions in place.
- Review and update school assessment calendar, paying particular attention to numeracy.
- Fully embed thinking routines to create a classroom culture of thinking.
- Consider how to report effectively to parents, under Covid restrictions.
- **Nursery**
- Explore use of power point to communicate with parents using images and video of outdoor learning via an appropriate virtual platform.
- Taking part in Creative Star project as a case study focusing on outdoor learning strategies. Additional staff members to consider participation in Early Years in Nature outdoor learning qualification. Jan 2021.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

Echt School works closely with the UNCRC and a Rights Respecting Schools approach underpins our curriculum and our ethos. Children rights are discussed and explored through school assemblies and in lessons in class. We have an active Rights Respecting Groups, including a parent member and a community member. GIRFEC approaches including the wellbeing indicators are well known to pupils and reflected upon regularly in assemblies. The curriculum is based on UNCRC and the UN Sustainability Goals (SDGs). Restorative approaches are used by staff to resolve conflict. Peer mediators support conflict resolution on the playground and Play Leaders have been **trained** to provide a range of games at lunchtimes. Transition arrangements include a Careers Fayre between the mini cluster of schools, allowing pupils to explore possible career options. Our open nursery is open plan to the P1-3 classroom and this supports transition into the school. Parent workshops on P1 transition, phonics and emerging literacy approaches are planned for each session. At P6/P7 level, residentials are arranged bi-annually in alliance with local small schools, as are a range of other activities usually throughout Terms 3 and 4.

Nursery

GIRFEC and SHANNARI principles are embedded in children's learning through displays, images at child level and together time.

Nursery team worked in consultation to produce new All About Me documentation. It was revised in line with advice from PT and best practice models from Aberdeenshire and out with.

New intake parental virtual consultations with ASN children families before entry ensure knowledge needs are embedded and appropriate training and adjustment of environment is in place prior to settling in period.

EYSP contacts professionals related to ASN children prior to induction in order that Personal Plans are robust.

EYSP conducted a survey both pre and post COVID period in order to establish parental engagement with outdoor learning, and the parental perceived effects of outdoor learning during COVID in terms of safety and development.

How do you know?

What evidence do you have of positive impact on learners?

School surveys indicate that most pupils feel listened to, that they have someone to talk to, are encouraged to lead a healthy lifestyle and exercise regularly, are helped how to understand how to respect people and are treated fairly with respect. Surveys indicate that the majority of children and all parents that returned responses know the school's vision, values and aims. The majority of pupils feel safe in school. Our school values contain (amongst other values) 'respect' and 'included, supporting the rights and equality national focus. The whole school community was involved in creating these. Staff attend suitable training in order to keep up to speed with appropriate legislation, including the recent pandemic. Non-teaching staff were able to access and complete a range of relevant courses on ALDO during lockdown and these have been evidenced in PPP meetings. Vulnerable pupils were referred to Childcare hubs by the Head Teacher and have been allocated a laptop each to support remote learning. These pupils were carefully monitored throughout the lockdown period by the HT and relevant staff. All staff were included in creating the whole school risk assessment for the return to school. Inclusion and equality issues are explored at whole school level and across the curriculum e.g. discrimination explored in writing lessons and kindness via Pupil Council wall displays.

Pupils take part in a range of physical education activities outdoors as well as attending Forest Schools at least once a term. Multi Agency action planning meetings take place to support pupils where appropriate and actions and interventions are carefully monitored. Most pupils behave well in class and the creation of a positive relationships policy and an anti-bullying policy with the Pupil Council has ensured a clear direction for pupils and parents. Most staff are first aid trained and all are up to date with GDPR and Child Protection training on ALDO. Pupil surveys show that pupils increasingly felt safe on the playground as the school year progressed due to the introduction of peer mediators on the playground, policies and a renewed focus on rights respecting schools. The majority of PEF pupils are at least on track and in some cases exceeding expectations. Those who require support are making appropriate progress.

Nursery

Children are observed to be using vocabulary associated with GIRFEC and SHANARRI during their play on a regular basis.

Children are becoming independent in their use of restorative approaches to begin to talk about minor disagreements during play without always reverting to adult intervention.

Most parents reported in survey that they were happy to extend the outdoor learning experience of their children after consultation.

Most parents reported in COVID survey results that they felt their children were safe and well cared for outdoors and that their development had not been affected by the change in learning environment.

Improved communication with professionals involved with ASN children has resulted in care plans which are robust and the development of individuals being recorded systematically in a way that ensures next steps are tracked and assessment is effective.

Parents of ASN children have been consulted regularly by phone and email to ensure that COVID restrictions on face to face interaction have not affected their involvement with planning their child's next steps.

Parents were invited to attend a literacy focused week to celebrate the different languages and cultures in nursery. Several parents shared stories, songs and rhymes in both English and other home languages – Lithuanian story favourite; Irish folk tales and rhymes and a theatrical enactment of Room on the Broom. Bookbug has been introduced into the session enabling listening and socialization skills.

What are you going to do now?

What are your improvement priorities in this area?

- Consider how to improve communication with parents on Rights Respecting Schools and the wellbeing indicators
- Staff to attend nurture training
- Ensure all staff are aware of the Aberdeenshire support manual
- Continue to survey pupils and parents and respond/make improvements as appropriate
- Refresh the learning and teaching policy ensuring it is underpinned by RRS and GIRFEC
- Refresh and update the school website with the support of the local authority
- Introduce a termly curricular newsletter for parents
- Work with the Parent Council to develop play opportunities the school field, keeping within Covid restrictions.
- **Nursery**
- EYSP and EYLP to support staff team for 1140 strategy extended provision January 2020
- EYSP and EYLP to risk assess environment, to accommodate 1140 provision
- EYSP and EYLP to work with HT and PT to revise policy and procedures as appropriate for 1140 provision
- EYSP and EYLP to provide environment and resources which support children's needs as they access provision for extended timescales
- Staff to attend Mindfulness for Learning training
- EYSP and EYLP to work with P1 teacher at Echt and other feeder schools to investigate transition strategies.
- EYSP investigating LGBT family support training for staff.
- To create a nurture space in the outdoor area so that children have the opportunity to have access to a calm space where they can access activities related to wellbeing.

- To consider adding yoga and mindfulness routine activities to the children's day, especially when inclement weather prohibits outdoor learning for the majority of the session

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

How do you know?

What evidence do you have of positive impact on learners?

The majority of pupils are on track or exceeding in reading, writing and numeracy.

The teacher assessment levels in our latest tracking data takes account of pupils' SNSA score where available and

Progress in maths, OWCS and NGRT results.

The table below shows the number of pupils on track or exceeding over the past year.

TA levels	Reading	Writing	Numeracy
Feb 2019	76%	62%	88%
Feb 2020	72%	74%	82%

Reading and Numeracy are broadly similar but levels in writing have improved in the past year. Almost all pupils who are not working at an appropriate level for their age and stage, have additional support needs and are currently level 1 or above on the staged intervention model.

Teachers plan and assess against the benchmarks and use progressions to inform planning and next steps. Literacy and numeracy have featured strongly as part of our school improvement plan in 2018-19 and 2019-20 and will continue to do so next session.

Some learners make very good progress and are beginning to exceed expectations. Some learners have moved on from requiring support to being on track in their learning. Most pupils make consistent progress. A few pupils who were previously on track have required support as the curriculum has become more complex or due to social/emotional issues. Emerging literacy approaches help to plug the gaps and are constantly monitored.

We have a rigorous tracking and monitoring system through which we implement, monitor and evaluate interventions.

We take into account a wide range of evidence when making a teacher judgement and work closely with ASL teachers and other experts. We also track engagement, attendance, SIMD, PEF pupils

Staff use a range of assessment approaches and these are listed in our termly plans as 'assessment evidence'. We are beginning to experiment with holistic assessment in maths in particular but are in the very early stages of this.

We have an achievements wall in the main corridor where each pupil is recognised.

We have leaders of learning, house captains, volunteering, JRSOs, digital leaders, pupil groups, house challenges, clubs (some led by pupils), peer mentors, feedback – written or verbal, assemblies, value warriors, house point champions etc.

Pupils have termly targets they work toward – these are decided on in learning conversations with the teachers. Pace, challenge and differentiation is planned for in order to continuously move learning forward and ensure pupils feel they are achieving.

We track wider achievements, particularly those where pupils have very few opportunities out with school. In those cases we provide clubs to address gaps and have worked with active schools to provide clubs in the local area e.g. judo at Echt in the school hall which many pupils attended. Trackers showed that swimming was a gap so the whole school has had swimming lessons this year and this will continue next year.

P7s take part in a career fayre every year alongside mini cluster schools.

Pupils work with STEM ambassadors to build the green Goblin Car.

The whole school visits Dunecht Estate once a year and works with them for the day and also take part in a Sponsored Cycle.

Tiny Tiny Tots is a playgroup set up by the school alongside the community group and the church. Our community cafes once a term are themed to attract a wider audience. The children perform/entertain/inform the audience. The money from this and other events are split evenly between a local and global charity of the pupils' choice.

Through our tracking and planning meetings we spend a lot of time discussing concerns, barriers to learning and planning interventions to support the pupils. The HT is becoming more consistent in monitoring attendance and lates and in the vast majority of instances where parents have met with the HT informally, an improvement in attendance/late has been seen and progress is apparent in the pupils' work and attitudes. There have been no exclusions.

Pupils Council have created an anti-bullying policy and positive relationships policy with staff and these have been approved by Parent Council.

SNSA data and TA suggests that attainment in numeracy is stronger than literacy. There are pockets of pupils who have ASN. These pupils are making progress but in smaller steps.

In the past two years, Big Maths has had a significant impact on procedures in number across the school.

Phonics international (whole school approach) has improved spelling levels for the majority of pupils.

Thinking routines are being implemented in order to develop higher order thinking skills and are having a positive impact on the quality and depth of class discussions and as a tool for planning for writing.

Our curriculum has been refreshed and is underpinned by the UN Sustainability Goals and UNCRC.

Therapet has massively improved confidence for pupils reading out loud, performing, presenting.

We analyse SNSA, Schonell, NGRT, PIM, Emerging literacy trackers etc to identify strengths and weaknesses. Pupil, staff and parent questionnaires are also issued and analysed. These then inform the school improvement plan and interventions.

Moderation activities are built into the collegiate calendar e.g. writing. We have also worked with mini cluster colleagues recently to explore moderation of reading and L&T e.g. non-negotiable, resources, types of assessment. At whole cluster level we have analysed P7 SNSA data to identify weak areas that can be acted upon both at primary and secondary level.

Achievements are acknowledged and reflected upon in individual profiles and in many other ways.

We plan forest school for one or two days every term, sometimes twice a term. Activities are planned related to our theme. These vary between art and crafts, numeracy, problem solving, measuring, cooking, den building etc. We also hold a house challenge problem solving activity in each session. Pupils gain skills in co-operation, teambuilding, respect for the environment, cooking, measuring, fine motor skills, construction and so on.

Rights Respecting School sand YLOL are being used as vehicles for promoting a safe, inclusive, respectful ethos in order that maximum learning can take place. Pupils are deeply involved in the process. We have a parents and community rep on our RRS committee.

Every pupil is involved in a pupil group and have a say in school developments which are actioned. YLOL and RRS have visited other settings, brought back good practice and implemented it.

Bikeability, Play Leaders, JRSO and Peer mediating are all programmes we used to develop leadership skills and HWB. Community Café, Teeny Tiny Tots, Christmas singing at Nethermains residential home, Volunteering, Community Litter picks, Coffee, Carols and Cakes (Christmas Events) are all either open to the community to attend or are a support to the community.

Pupils often share their talents at the community café or inform attendees e.g. French, RRS focus, digital.

Pupils' have the opportunity to share and celebrate these achievements on a weekly basis at assembly. They can highlight them on the achievement wall and/or in their profiles.

Nursery:

- All children have been assessed using the Highland Literacy phonics screener March 2020. The data from this test is being used to reduce gaps in learning by introducing a series of group and individual interventions designed to assess learning required.
 - Staff currently used an electronic system Learning Journals to record observations, track and monitor children's progress. Keyworkers record a minimum of one observation weekly and evaluate learning to CfE experiences and outcomes and progression pathways.
 - The data which is captured informs a tracking and monitoring tool for all areas of the curriculum. EYSP and EYLP monitor observations to ensure parity of keyworkers judgement weekly.
 - Staff are beginning to become increasingly confident in analysing attainment data, however at present there is a lack of confidence in the team overall which is being addressed by mentoring from the management team.
 - We work with other professionals e.g. SALT to have their input into children's next steps and planning for interventions for those children already identified as needing additional support.
 - Having made and evaluated observations of children's progress, we consult with parents/ carers if we have any concerns about developmental delay. We work in partnership with families to evaluate the ways in which they would like their child to be supported and any pathway to working with professionals that they would like us to pursue on their behalf.
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- Learning journals are interactive and children are involved in producing their own observations with their key worker. Children can choose icons which indicate how they feel about their learning. The child can additionally add verbal feedback on their learning related to the observation which the key worker can scribe and add into the content of the observation.
 - Children are consulted and make contributions to their next steps. In partnership with their key worker they are asked to consider what they believe they might like to work toward. Parents are also consulted and work collaboratively with keyworker to decide upon a triangulated next step for their child. Next steps are revisited termly and progress is discussed with child and family.
 - Children's work is valued and displayed in setting. Children can see visual illustrations of their current mark making skills which gives them a voice. Mark making learning is displayed and changed regularly and when displays are removed the child can take their work home. Keyworkers celebrate the progress made when new work is displayed by revisiting the work that is removed and comparing skills that may have developed, with the child.
 - We use positive feedback and directed praise consistently so that children know we value their achievements and progress. Parents/ carers are consistently informed of their children's achievements with child involved so that they can be party to celebration of developmental milestones.
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- Adult led learning currently accounts for approximately 30% of experiences. This learning is often linked to celebrations and topics e.g. World book day, Easter, All about me. The activities often centre around emergent writing opportunities where an adult supports the child to explore different media and mark make for a purpose. Mark making is therefore celebrated and children of all abilities can be supported at a number of levels and therefor lead to progress.
 - Health and wellbeing progression is currently well supported in nursery through routines and self-help activities. Independence is proactively encouraged through children being given opportunities to help prepare snack; tidy time; washing up dishes; getting dressed for outdoor play. The GIRFEC wellbeing indicators are visible around the setting and children are learning to relate SHANARRI language to their play in a meaningful way therefor showing progression in understanding, speaking and listening.
 - Child led learning experiences drive learning in the nursery using natural resources, the outdoor area and the new resources purchased for 1140 expansion particularly the new block play area. Children fully engage in experiences in which they take the lead as ideas are generated by themselves and therefor of much personal interest. Key workers scaffold these potential lines

of development using floor book planning led by the cohort. Floorbook CfE experiences and outcomes are referred to during the planning process in order that gaps in all areas are addressed by keyworkers dependent upon experiences to date.

- Electronic learning journals capture data and inform tracking and monitoring tool for all areas of CfE. This is done automatically as keyworkers complete observations by the program.
- We are implementing assessment through Highland Literacy for phonics and pen control. This assessment will be repeated termly to track progress. March 2020.
- Electronic learning journeys automatically send an email to parents when a new observation is made of their child. The observation includes a tab via which the parents can access the experiences and outcomes keyworkers have evaluated as directly linked to the observed learning. Parents are able to interact with their child's key worker by adding a written response to their comments and in this way be part of next steps or furtherance of the planning cycle.
- Keyworkers meet with parents informally to share their thoughts on appropriate next steps based on progress as presented in the setting. The parent/carer is able to add to the child's next steps using goals related to the child's development outside nursery, including clubs and other providers. The consultation is triangulated by consultation with the child to complete a holistic approach to potential pathways.
- EYSP has begun to use surveys to gather data from families in terms of consultation about the environment and outdoor learning. The views of parents represented by the data are used to plan future developments in nursery alongside the views of children.

What are you going to do now?

What are your improvement priorities in this area?

Where marked with * these next steps will need to be re-considered due to ongoing Covid restrictions.

- Implement Accelerated reader to support literacy, as per the action plan.
- Analyse standardised data – SNSA, PIM, NGRT, Schonell, Emerging literacy trackers. Plan for improvement based on weak areas.
- Continue to review of phonics scheme and big Maths, thinking routines.
- Further develop use of thinking routines to raise attainment.
- Continue to feature literacy and numeracy in school improvement plan, responding to weak aspects of assessments
- Continue to adjust our approach when an intervention is not effective. What could we do differently?
- Further develop holistic approaches related to benchmarks.
- Develop an assessment system (particularly in maths) to track against benchmarks for core subject areas.
- Agree non-negotiable Es and Os in reading, writing, L&T and maths.
- Through our themed curriculum, explore relevant enterprise resources that link to skills for life, learning and work.
- Consider John Muir award linked to local settings and our residential. *
- Continue to provide swimming lessons for the next 4 years. *
- Continue to analyse wider achievement data and update the format as required to reflect current developments, pupil groups, opportunities etc.

- Make links with an extended range of businesses in the local area.
- Explore My World of Work with the older children.
- Evaluate and explore resources given at cluster Enterprise event.
- Further develop outdoor learning on a daily/weekly basis linked to numeracy and literacy.
- Link outdoor activities to our themes based on UN Global Goals.
- A lot of groundwork has been laid down in creating many of our pupil voice groups. The next couple of years should focus on embedding these and creating a rights respecting atmosphere.
- More scope for Pupil Council to operate a You said..We did approach. Decide on exactly what roles Pupil Council take on, as opposed to YLOL or RRS group. *
- Perhaps expand our link with Nethermains beyond 'singing carols at Christmas. *
- Further develop TTTs by leading clapping games, rhyming games and singing with the tots. *
- Digital leaders could reach out into community to share digital skills. *
- **Nursery:**
- The EYSP will model interventions to staff team who are being supported to scaffold learning with specific strategies. Resources with phonics as there learning outcomes are being sourced by the EYSP for use with groups and individuals.
- Staff need to continue to work on producing observations which are evaluative rather than descriptive. EYSP and EYLP to continue to support staff.
- EYSP and EYLP to support staff's confidence in analysing data in order to inform their planning for key children. EYSP has organized Learning Journals team to lead a refresher session to support staff.
- To support keyworkers to consistently involve all children to contribute to observations and assess their own learning.
- Keyworkers to ensure that next steps are always made collaboratively and that they consistently evaluated in consultation with parents.
- Key workers to instigate a "WOW WALL" display where children can self-display learning/ achievements from nursery or out with celebrating their achievements and progress.
- Ensure all nursery staff are using the learning journal link to produce evaluative observations which enable children's progress to be monitored and tracked in a robust fashion.
- Ensure links are made to all schools in cluster which EYSP nursery feed into to ensure transitions are very good. Share children's profiles and tracking with P1 teachers in all settings.
- EYSP planning a parent's information evening for nursery in order to share and celebrate children's progress with families.
- EYSP is working with P1 teacher and HT to ensure transition into P1 is seamless and any gaps in children's learning are addressed in nursery whenever possible.
- EYSP to establish links with local health visitor team through Alford Forum and health centre in order to ensure that all three year olds joining setting have a 30 month review and that nursery is informed of development on entry to setting.
- EYSP to investigate acquiring data related to SIMD and it's possible application for nursery children in terms of closing the attainment gap.

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PEF 2020-2021

Identified gap	The 'vast majority' of pupils are on track or exceeding in reading and writing . The aim is to move 'most' pupils into the on track or exceeding category.
Expenditure	<p><u>Renaissance Learning</u> Accelerated Reader, Star, Reader, MyOn digital 3 years up front, including training for staff. £5689.56</p> <p><u>Ask Fred</u> HP Chromebook 14 (Chrome OS) x 4 £1094.00</p>
Expected outcomes	Improved attainment and engagement in reading and writing.
Impact Measurements	<p>SNSA, Star Reader GL results shows improved attainment in reading age/standardised scores</p> <p>Engagement in reading improves.</p> <p>SNSA, GL results and OWCS shows improved attainment in writing.</p> <p>Engagement in writing improves for those working with a laptop.</p>

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 1 : To improve</p> <p>SCHOOL – Priority 1 Literacy</p> <p>Improve reading comprehension, with a particular focus on non-fiction.</p> <p>Improve the number of pupils on track or exceeding expectations in reading from the majority to most, continuing from 2019-20 to 2020-21.</p>	<p>Data/evidence informing priority:</p> <p>The 'vast majority' of pupils are on track or exceeding in reading. The aim is to move 'most' pupils into the on track or exceeding category.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Re-organise and upgrade library.	All staff	By end of term 2	Accelerated reader books separated out and banded.	
Purchase new books, including non-fiction. Include texts to support modern languages. Create modern languages resource toolkit to support progression of skills.	Claire Lennon (class teacher)		New books purchased to fill gaps in library, including modern languages	
Purchase Accelerated reader, Star Reader and MyOn (digital, non-fiction resource) attend training and monitor impact, using PEF funding for Year 1 funding.	HT	Term 1	Training attended throughout this year. All pupils assessed on Star Reader. Positive impact evidenced via	

<p>HT to introduce reflective reading approach and reciprocal reading approach.</p>	<p>HT</p>	<p>Terms 1 and 2</p>	<p>Star reader assessments. MyOn is in use to support non-fiction. SNSA, GL results shows progress in reading age/standardised scores.</p>	
<p>PSA targeted support in reading sessions. PSA to attend accelerated reader training sessions.</p>	<p>Class teachers</p>	<p>All year</p>	<p>Class teachers explore the reflective reading techniques in Term 2 and reciprocal reading in term 3. Leuven score for engagement with reading tasks improves. Reading moderation collegiate focus to assess impact.</p>	
<p>NGRT start and end of year. Use diagnostics to inform planning, post lockdown</p>	<p>CTs and HT</p>	<p>Term 1 Term 4</p>	<p>A consistent approach to reading is understood by all staff and improvise attainment and confidence for pupils.</p>	
<p>Continue to use and monitor Emerging Literacy approaches in Nursery, P1 and into P2.</p>	<p>CTs and Nursery</p>	<p>Term 1 Term 4</p>	<p>Diagnostics highlight weak areas and inform planning. Plans are adapted as required. Suitable progress is maintained throughout school year or ideally improved.</p>	
<p>Continue to embed thinking routines into reading sessions and complete Making Thinking Visible course.</p>	<p>CTs and Nursery</p>	<p>Mainly Terms 1 and 2 but may be ongoing.</p>	<p>Monitor and moderate at key points throughout year. Reading moderation collegiate focus to assess impact.</p>	
<p>Continue to embed thinking routines into reading sessions and complete Making Thinking Visible course.</p>	<p>CTs</p>	<p>All year</p>	<p>Collect examples of evidence. Reading moderation collegiate focus to assess impact.</p>	

Action plan 2

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 2 : To improve</p> <p>Improve the quality of writing across the school.</p> <p>Improve number of pupils on track or exceeding in writing based on teacher assessment and the Scottish criterion Scale, with a particular emphasis from the 'majority' of pupils to 'most' pupils, continuing from 2019-20 into 2020-21.</p>	<p>Data/evidence informing priority:</p> <p>The 'vast majority' of pupils are on track or exceeding in writing The aim is to move 'most' pupils into the on track or exceeding category.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				<div style="background-color: green; color: white; padding: 2px;">On Track</div> <div style="background-color: yellow; padding: 2px;">Behind Schedule</div> <div style="background-color: red; color: white; padding: 2px;">Not Achieved</div>
PSA targeted support in writing sessions (not PEF)	CTs	All year	A consistent approach to supporting writing improves attainment and confidence for pupils.	
Purchase of Chromebooks to support engagement in writing using PEF funding	HT	Term 2	Leuven scale evidence an improvement in engagement for those pupils using a laptop.	

Continue focused grammar sessions in both class based upon diagnostics from SNSA and GL assessments.	CTs	Ongoing	An improvement in weak areas is evident in a range of assessment evidence.	
Explore resources that use the outdoors as a stimulus for writing.	Shannon Reid (class teacher)	Term 2	High quality resources or training are identified and purchased/attended. Improved engagement and quality of writing.	
Moderation writing activities during staff collegiate to monitor the application of previous interventions e.g. thinking routines, phonics, Emerging Literacy and other writing approaches.	CTs and HT Shannon Reid to lead Emerging literacy	Terms 2, 3 and 4	Outcome of moderation/self-evaluation activities are responded to appropriately in order to improve outcomes for pupils.	
Continue to embed and track impact of Emerging Literacy approaches in the P1-3 class.	Shannon Reid	Terms 2-4	Emerging literacy approaches are tracked and show a positive impact on readiness to writes in the P1-3 class.	
Support nursery in training new staff and communicate Emerging Literacy approaches to support transition into the P1-3 classroom.	Shannon Reid			

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership for learning Leadership of change Leadership and management of staff/ practitioners Management of resources to promote equity Safeguarding and child protection Curriculum Learning teaching and assessment Personalised support Family learning Transitions Partnerships Improving/ ensuring wellbeing, equality and inclusion <p>Specific to HGIOS 4</p> <ol style="list-style-type: none"> Raising attainment and achievement Increasing creativity and employability <p>Specific to HGIOELC</p> <ol style="list-style-type: none"> Securing children's progress Developing creativity and skills for life 	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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Priority 3 : To improve Further develop pupil voice, an ethos of respect and a learning environment that reflects the school values.		Data/evidence informing priority: Pupil questionnaires reflect an improving ethos of respect throughout 2019/20 and into 2020/21, taking into consideration the effects of lockdown and ongoing Covid restrictions. However, pupils questionnaires evidence a less positive view of school life than prior to lockdown, upon return to school in August. This is obviously a concern.		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Re-visit and secure RRS Silver re-accreditation by the end of 2020-21	RRS committee Whole school community	June 2021	Re-accreditation achieved. Implementation of RRS action plan	
Delivery of virtual assemblies related to school values RRS articles, wellbeing indicators, Covid routines.	HT	Ongoing	Pupils are able to talk with confidence about GIRFEC, RRS and Covid routines.	
Explore alternative transition arrangements MCMED (mini cluster)	MCMED HTs	Term 2 then ongoing	Alternative arrangements planned for and in place to support transition	
Attend Nurture training provided by the Ed Psych team	School and nursery staff	Term 2 then ongoing	Staff apply principles to further improve relationships. This is evident in pupil surveys.	
Consider how to improve communication with parents on Rights Respecting Schools and the wellbeing indicators. <ul style="list-style-type: none"> - Introduce a termly curricular newsletter for parents - Work with the Parent Council to develop play opportunities the school field, keeping within Covid restrictions. - Refresh and update the school website with the support of the local authority in order to improve parental engagement - Continue to survey pupils and parents and respond/make improvements as appropriate - Use of Parental engagement toolkit 	HT/CTs	Ongoing	Parent and pupil surveys responses recover to a more positive outlook.	
Refresh the learning and teaching policy ensuring it is underpinned by RRS and GIRFEC	HT, CTs, Pupil Council and Parent Council	Term 3	A shared understanding of what learning looks like at Echt is understood by the whole school community	
Plan how to operate pupil groups, peer mediators, play leaders, digital leaders etc, effectively with Covid restrictions in place.	HT and CTs	Term 2	Pupils group are running at maximum capacity within Covid	

Fully implement 'value of the week' and other systems observed as positive by the Rights Respecting committee and Young Leader of Learning with pupils when visiting other schools last year.	Pupil Council RRS committee HT	Term 2	restrictions. Clubs are up and running if possible. Wider achievements capture the expected achievements gained via pupil groups involvement. Pupils feel confident their voice has been heard and changes implemented as a result.	
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Wider Achievements

All the school (P1-P7) attended a series of swimming lessons last year at Westhill Pool. Everyone made fantastic progress and thoroughly enjoyed themselves. As soon as Covid restrictions allow, we will be booking lessons again for 2020-21. Some of our Y6 pupils led a very successful Art Club which was well attended. P6s and P7s were trained as Play Leaders and Peer Mediators.

Echt took part in the Young Leaders of Learning Programme and were invited to visit Hillside School in Portlethen, a school much bigger than ours. We focused on the theme of 'Relationships' and were able to interview staff, pupils and members of the community. The committee then fed back to the school with strengths they had observed and suggested areas for development. We hope we'll be able to return the favour and host Portlethen Young Leaders of Learning at Echt at some point in the near future.

The Rights Respecting Committee visited Strathburn School in Inverurie, again a school much bigger than ours. We had a tour of the school and the RRS committee explained how they celebrated rights at Strathburn.

Nursery Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 1 : To improve</p> <p>NURSERY- Priority 1 Numeracy</p> <p>Improve understanding of emergent mathematics across pre-schoolers.</p> <p>Improve the number of pupils with emergent or developing mathematical skills from the minority to the majority.</p> <p>In numeracy data shows that achievement has improved in the autumn term as follows:</p> <table border="1" style="margin-left: 40px;"> <tr> <td></td> <td style="text-align: center;">17.08.20</td> <td style="text-align: center;">10.11.20</td> </tr> <tr> <td>Emergent skill</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">34%</td> </tr> <tr> <td>Developing skill</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td>Embedded skill</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> </table>		17.08.20	10.11.20	Emergent skill	23%	34%	Developing skill	9%	13%	Embedded skill	0%	0%	<p>Data/evidence informing priority:</p> <p>The minority of pre-school pupils present knowledge at an emergent level, and a few present knowledge at a developing level.</p>
	17.08.20	10.11.20											
Emergent skill	23%	34%											
Developing skill	9%	13%											
Embedded skill	0%	0%											

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>All nursery staff to attend numeracy training:</p> <p>Session 1) Maths through stories</p> <p>Session 2) Maths through PE</p> <p>Session 3) Maths through IT</p>	<p>All nursery staff</p>	<p>Nov 2020</p>	<p>Strategies from training are apparent in planning and delivery of numeracy and impact is recorded through observations of children's learning in</p>	

<p>Outdoor specific focus on maths planning weekly focus covering all emergent areas of progression pathways.</p> <p>EYSP and EYLP to attend network training Network Meeting – ‘Making Maths Count’ The Principal Teachers (Early Years) Team are holding their first (virtual) network meeting of the session. ‘Making Maths Count’ will be the first of three network meetings with a focus on Numeracy. The aim of this first meeting is to raise awareness of Numeracy and Maths as skill for life and the role of the adult in supporting effective learning environments.</p> <p>“Messy maths” Juliet Robertson outdoor numeracy strategies to be used as foundation for planning.</p> <p>PT to work with EYSP and EYLP to develop strategies as a Creative Star focus group for outdoor learning including outdoor numeracy strategies.</p>	<p>EYLP to lead</p> <p>EYSP and EYLP</p> <p>EYLP to lead</p> <p>PT, EYSP and EYP Mrs Ferguson</p>	<p>ongoing</p> <p>ongoing</p> <p>Term 3 2020</p> <p>Term 3 and 4 2020</p>	<p>electronic learning journals.</p> <p>Evidenced in floorbook planning showing robust links to Aberdeenshire progression pathways.</p> <p>Strategies from training are apparent in planning and delivery of numeracy and impact is recorded through observations of children’s learning in electronic learning journals.</p> <p>Evidenced in floorbook planning showing robust links to Messy Maths strategies and to Aberdeenshire progression pathways.</p> <p>Achievement recorded in electronic learning journals through observation of children’s development will show improvement to include the majority of the cohort.</p>	
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Nursery Action plan 2

<p>National Improvement Framework Priorities</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 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 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>		<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.</p>											
<ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>Priority 2 : To improve</p> <p><u>NURSERY- Priority 2 Health & Wellbeing</u></p> <p>Improve the number of nursery pupils presenting skills at emergent and developing levels from the minority to the majority.</p> <p>In health and wellbeing data shows that achievement has improved in the autumn term as follows</p> <table border="1" data-bbox="92 1444 587 1572"> <tr> <td></td> <td>17.08.20</td> <td>10.11.20</td> </tr> <tr> <td>Emergent skill</td> <td>26%</td> <td>30%</td> </tr> <tr> <td>Developing skill</td> <td>31%</td> <td>47%</td> </tr> <tr> <td>Embedded skill</td> <td>1%</td> <td>9%</td> </tr> </table> <p>Data/evidence informing priority:</p> <p>A minority of nursery children present skills at either emergent or developing levels. A few present embedded skill levels.</p>			17.08.20	10.11.20	Emergent skill	26%	30%	Developing skill	31%	47%	Embedded skill	1%	9%
	17.08.20	10.11.20												
Emergent skill	26%	30%												
Developing skill	31%	47%												
Embedded skill	1%	9%												
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>Progress</p> <p>On Track</p>											

			How will we evaluate impact? (Measurements of success)	Behind Schedule
				Not Achieved
<p>EYSP and EYLP to support staff team so that their working practice, routines and working patterns support the health and wellbeing of all children whose provision has been extended to 1140 hour model January 2021.</p>	EYSP & EYLP	Term 2 2020	Staff will be prepared to operate 1140 provision by end of term 2 which fully supports the health and wellbeing of all children.	
<p>EYSP and EYLP to risk assess environment, and practice in order to support the health and wellbeing of all children whose provision has been extended to 1140 model January 2021.</p>	EYSP & EYLP	Term 2 2020	Risk assessments will be in place by end of term 2.	
<p>EYSP and EYLP to work with HT and PT to revise policy and procedures including routines, in order to support the health and wellbeing of all children whose provision has been extended to 1140 model January 2021.</p>	EYSP, EYLP, HT and PT	Term 2 2020	Policy, procedure and routines will be amended as appropriate before extended provision is in place by the end of term 2.	
<p>EYSP and EYLP to provide environment and resources which support children's health and wellbeing as they access provision for extended timescales</p>	All nursery staff	Term 3 2021	The indoor and outdoor environment will be changed/ enhanced to provide a safe and stimulating and inclusive learning experience for all children attending for longer sessions.	
<p>To create a nurture space in the outdoor area so that children have an opportunity to have access to a calm space where they can access activities related to wellbeing.</p>	EYP Mrs Pearson to lead			
<p>All staff to attend LGBT awareness staff meeting in order to create an inclusive environment for all families.</p>	All nursery staff	Term 3 2021.	Children from all families will be inclusively supported in the nursery environment.	

Nursery Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>NURSERY- Priority 3</p> <p>To continue to improve progress in language skills (vocabulary, pre-writing, pre-reading) in the Nursery.</p>	<p>Data/evidence informing priority:</p> <p>The new nursery management team - EYSP and EYLP (Jan 2020) evidenced gaps in preschool children's learning in emergent literacy. Observational evidence and data collected from electronic learning journals was poor suggesting a lack of confidence in the nursery team's delivery of language skills.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>All staff to attend Northern Alliance Emerging Literacy training delivered by James Cook. The interactive sessions will allow practitioners to develop their understanding of concepts of print, oral language, phonological awareness, and pre-handwriting.</p> <p>P1 teacher to facilitate Highland Literacy emergent phonics training for all nursery staff.</p>	<p>All nursery staff</p> <p>P1 teacher & EYSP</p>	<p>2020</p> <p>Term 3 and 4 2020/21</p>	<p>Strategies from training are apparent in planning and delivery of literacy and impact is recorded through observations of children's learning in electronic learning journals.</p> <p>Highland literacy strategies are evidenced in planning and delivery of literacy and impact is recorded through observations.</p>	

EYSP to assess all pre school children using Highland literacy phonics screener.	EYSP and EYP Mrs Baikie	Term 3 2020/2021	Data has been recorded evidencing assessment and subsequent planning and delivery of literacy is aligned to findings.
EYSP to assess all pre school children using Highland Literacy pencil control screener.	EYSP	Term 3 2020/2021	Data has been recorded evidencing assessment and subsequent planning and delivery of literacy is aligned to findings.
Outdoor specific focus on emergent literacy in weekly planning covering all emergent areas of progression pathways.	EYLP	Term 3 2020/2021	Evidenced in floorbook planning showing robust links to Aberdeenshire and Highland Literacy progression pathways.
EYSP and EYLP to work with Learning Journals design team to create new Highland Literacy progression pathways for Echt site in order that nursery cohort's progress can be tracked using benchmarks aligned to the whole school approach.	EYSP, EYLP and P1 teacher	Term 3 2020/21	Learning journals digital tracking system amended to robustly evidence progress using Highland Literacy benchmarks.
PT to work with EYSP and EYLP to develop strategies as a Creative Star focus group for outdoor learning including outdoor literacy strategies.	PT, EYSP and EYLP	Term 3 and 4 2021	Achievement recorded in electronic learning journals through observation of children's development will show improvement to include the majority of the cohort.

*Please not that an additional Alford Cluster Action Plan is currently being created to support Health & Wellbeing across the cluster. *