



# BLACKRIDGE PRIMARY SCHOOL IMPROVEMENT PLAN

2022 / 2023



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Relationships

Relevance

Values

# Factors Influencing the Improvement Plan

## School Factors

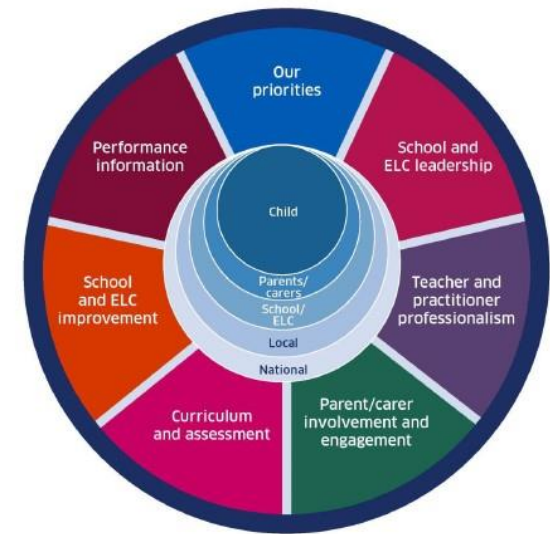
Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity Priorities

## Local Authority Factors

*Moving Forward in Your Learning Guidance*  
*Literacy and Numeracy West Lothian Priorities, HWB*  
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))  
*Transforming Your Council*  
[Corporate Plan](#)  
Education Services Management Plan  
West Lothian Parental Involvement and Engagement Framework  
Equity Team and additional allocations, Pedagogy Team

## National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school  
Moderation Cycle and Assessment  
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding/Equity Audit  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence Refresh  
Realising the Ambition  
Developing Scotland's Young Workforce  
Child Protection Procedures  
GTCS professional standards and professional update 2021  
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan  
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.  
UNCRC  
Presumption to provide education in a mainstream setting 2019  
  
Support for Learning: All our Children and All their Potential (ASL Review) 2020



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## BLACKRIDGE PRIMARY AND ELC VISION, VALUES AND AIMS

### VISION - LEARN TOGETHER, ACHIEVE TOGETHER, CELEBRATE TOGETHER

Our vision is to create an inclusive value based school community where learners fully participate, succeed and are proud of their achievements.

### VALUES

Safe		Independence
Respect		Responsibility
Happy		Kindness
		

### AIMS

We have re-exploring the four 'capacities' of the Curriculum for Excellence to define our Curriculum Aims. Blackridge Primary and ELC aim to support and challenge our learners to be or to become:

- **SUCCESSFUL LEARNERS** – Learners are supported and challenged to reach their maximum potential including wider achievements
- **CONFIDENT INDIVIDUALS** – Learners are supported to have self-respect, ambition and the courage to Dream Big.
- **RESPONSIBLE CITIZENS** – Learners are supported to treat others well and behave in ethical ways
- **EFFECTIVE CONTRIBUTORS** – Learners are supported to have enterprising attitudes, a positive approach to life and to play an effective part in the local, national and world around them.



### BLACKRIDGE PRIMARY CURRICULUM RATIONALE

#### Our Curriculum will:

- Provide learning opportunities which will offer a range of challenge and enjoyment across all learning areas
- Provide flexible learning taking into account personalisation and choice
- Ensure that through the use of experiences and outcomes that progression is consistent with all pupils learning needs and prior learning
- Provide learning opportunities that are relevant and supports learners in developing skills for learning, life and work
- Provide a broad general education including all the experiences and outcomes.



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## What we want for our learners.

We aim for our learners to have developed the following:

- A Growth Mindset
- Confidence
- Independence
- Literacy and Numeracy skills
- Secure in the use of technology
- Good communication skills
- Social skills
- Skills for life-long learning
- Problem solving and critical thinking
- Respect, empathy and tolerance
- Strong moral values

## Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

### Background

Blackridge Primary School is a non-denominational school which serves the community of Blackridge, West Lothian and sits within the Armadale Cluster. The combined school and ELC roll is 200. The school has a purpose build Passivhaus Early Learning and Childcare building. This has its own outdoor learning area and is set up and follows Froebel principles. The school runs a successful Breakfast Club which is well attended by the children. We have a fully supportive Parent Council who play a crucial and vital role in school, especially in the areas of fundraising and general parental communication and liaison. The school has an excellent relationship with the Cluster Schools, Local Community, and the Local Church.

### Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE** - Overall, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge
- **Early Years Trackers**
- **Wellbeing** – Self Reporting analysis
- **Engagement** – Tracking data, Digital Connectivity, Participation
- **Blackridge Data Sheets**



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**What are our improvement priorities?** - Identified SIP priorities informed by the above data

<p>Increase attendance and engagement of all learners.</p> <p>Embed Value Based Classrooms and Playground.</p> <p>Further develop Blackridge values, with a wider stakeholder group, to include a skills framework.</p> <p>Embed the UNCRC across the whole school.</p> <p>Weekly Outdoor Learning linked to the Innovation Skills.</p>	<p>Embed Non Negotiables Teaching Toolkit and increase effective use of differentiation approaches to engage all learners and provide appropriate pace and challenge for all through two Differentiation Champions, beginning with maths.</p> <p>Continue work on literacy strategies, curriculum planning and pedagogy toolkit.</p> <p>Draw up Maths End of Level Key Areas Moderation document.</p> <p>Draw up a Word Problems Solving progression from P2 to P7.</p> <p>Develop contextual learning in maths from ELC to P7</p> <p>Develop a whole school profiling approach making use of digital opportunities.</p>	<p>Improvement in attainment in literacy and numeracy with a relentless focus of progress in Q1.</p> <p>Shared staff understanding of PEF to take further ownership of tackling gaps and improving outcomes for identified learners.</p> <p>Increase and sustain attendance for identified learners in Quintile 1 to above 93%.</p> <p>Introduce targeted family learning as required by identified learners.</p>	<p>Curriculum development focused on strengthening the 4 capacities</p> <p>Embed play pedagogy across the school where children are able to be curious, inquiring and having fun whilst learning.</p> <p>Further develop HGIOPFL pedagogy rational through rich tasks and provocations to ensure learning through enquiry and big questions.</p> <p>Introduce the Innovation Skill via a Digital Skills Wheel as part of IDL development</p> <p>All children to explore career options and the skills and qualifications required.</p> <p>Further develop skills for life through digital support.</p>
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**All Interactions Count – All lessons and Interventions Count – All Feedback Counts**

Living Our Values  
Safe  
Respect  
Happy  
Kindness  
Responsibility  
Independence



# BLACKRIDGE PRIMARY SCHOOL IMPROVEMENT PLAN 2022-2023



I am preparing myself for my future

**DYW**  
Developing the Young Workforce

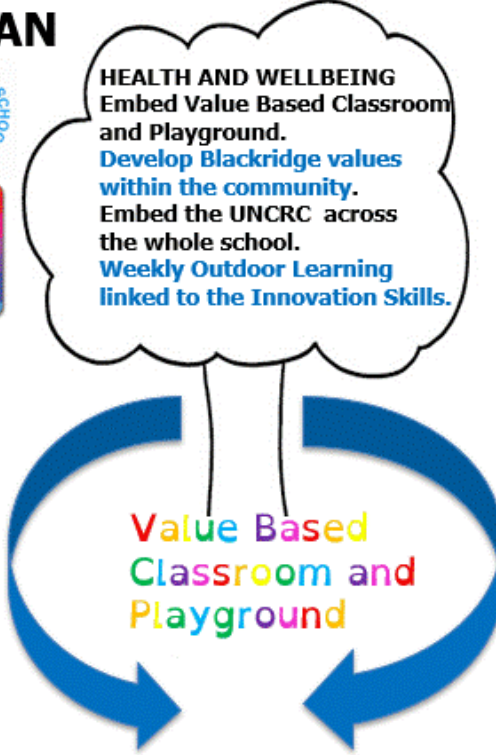


Curriculum development focused on the 4 capacities.  
Embed play pedagogy across the school.  
Introduce the Innovation Skills.  
Explore career options and the skills required.  
Further develop skills for life through digital support.



#Blackridgestars

Through high quality teaching I am making good progress in literacy and numeracy.



**HEALTH AND WELLBEING**  
Embed Value Based Classroom and Playground.  
Develop Blackridge values within the community.  
Embed the UNCRC across the whole school.  
Weekly Outdoor Learning linked to the Innovation Skills.

Ongoing cycle of...  
Data  
Targeted Interventions  
Monitoring and Tracking  
Improvement

## Literacy and Numeracy

Continue work on literacy strategies, curriculum planning and pedagogy toolkit.  
Draw up Maths End of Level Key Areas Moderation document.  
Draw up a Word Problems Solving progression from ELC to P7.  
Develop contextual learning in maths from ELC to P7.

Embed Non Negotiables Teaching Toolkit and increase effective use of differentiation approaches to engage all learners.  
Introduce targeted family learning as required by identified learners.

**Self Evaluation**  
Inwards - Outwards –Forwards  
Involving children, staff and families



**VISION - LEARN TOGETHER, ACHIEVE TOGETHER, CELEBRATE TOGETHER**



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## Blackridge Primary - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p><b>Increase attendance and engagement of all learners</b></p> <p>All staff to receive nurture and trauma informed training in line with the Positive Relationship Policy.</p> <p>Embed Value Based Classrooms and Playground.</p> <p>Further develop Blackridge values, with a wider stakeholder group, to include a skills framework.</p> <p><b>Embed the UNCRC across the whole school.</b></p> <p>Weekly Outdoor Learning linked to the Innovation Skill and John Muir at Second Level.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>How will an Agile approach to strengthening the 4 capacities support all learners?            How will you support student and staff HWB?            How will this reflect the UNCRC (areas within the UNCRC toolkit)?            How will this reflect learners at the centre?</p> <p><b>Nurture and trauma informed training CAT Session for all staff and Playground Week at the beginning of the new session.</b>  <b>Monthly PSW meeting with an update on strategies to use to support the Positive Relationship Policy. CPD -Zone of Regulation</b>  <b>Update the SHANARRI Wheel to be digital and to include UNCRC rights within Having Our Say. Learners to complete with PSW.</b>  <b>Upskill staff in recording wellbeing concerns in pastoral notes.</b>  <b>Update Restorative Reflections to include UNCRC rights.</b></p> <p><b>Work with Pupil Leadership Group and PSWs on a Values Based Classroom and Playground toolkit to embed our school values.</b>  <b>Introduce PSW #BlackridgePlaygroundStar postcard in Assembly.</b></p> <p><b>Work with Parent Council, Pupil Leadership Group on ways to share the school values in the community.</b>  <b>Develop work with BeechBrae around Values and Life Skills.</b>  <b>Develop links to youth work to develop community opportunities.</b></p> <p><b>Embed the Article of the Month through Assembly, display and class activities set by the P6 Leadership Group.</b>  <b>All classes to provide a digital response for the end of the month final UNCRC Assembly and include in the Weekly Newsletter</b>  <b>Set up a Digital Link with another school.</b>  <b>UNCRC rights referred to within daily practice and documents.</b></p> <p><b>Introduce the Innovation Skill via a Digital Skills Wheel – Curiosity, Creativity, Sense Making, Critical Thinking via Kapla, MakerSpace, Loose Parts Play and Outdoor Learning.</b>  <b>Begin John Muir Award in Second Level and targeted approach to a small group to support positive relationships.</b>  <b>Develop School Park to support Outdoor Learning (Rain Garden, Peace Garden, Insect Garden)</b></p>	<p><b>Aug Jan May</b></p> <p><b>Monthly</b></p> <p><b>Sept</b></p> <p><b>Aug</b> <b>Aug</b></p> <p><b>Sept Jan May</b></p> <p><b>Sept</b></p> <p><b>Oct</b> <b>Jan</b> <b>Jan</b></p> <p><b>Monthly</b></p> <p><b>Monthly</b></p> <p><b>Jan</b> <b>Sept</b></p> <p><b>Sept</b></p>	<p>How will you baseline where you are in order to measure next steps and impact?            Regularly review and analyse data from your measures.</p> <p><b>Staff Survey – Aug Jan May</b>  <b>SHANARRI Wheels show an upwards trajectory and support noted in Pastoral Notes if required.</b>  <b>Leuven Scale in Aug Dec May has an upward trajectory.</b>  <b>Pareto Chart of Restorative Reflections.</b></p> <p><b>Learning Walks Values Tally in school and playground with Pupil Leadership Group - Sept Jan May</b>  <b>Pareto Chart of playground incident Sept Jan May.</b></p> <p><b>Pareto Chart of Community Incidents.</b>  <b>Pupil Voice Microsoft Forms feedback – Jan May</b>  <b>Blackridge Community feedback at monthly meetings.</b></p> <p><b>Digital copies of assemblies QR coded on UNCRC Display Board and sent out to parents.</b>  <b>Gain Silver UNCRC Award.</b>  <b>P6 UNCRC Leadership Group Action Plan monitoring and evaluating.</b></p> <p><b>All classes to send a photo of weekly outdoor learning to SLT for Twitter post.</b>  <b>Pupil Voice Microsoft Forms feedback – Sept Jan May</b></p>



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<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p><b>Embed Non Negotiables Teaching Toolkit and increase effective use of differentiation approaches to engage all learners and provide appropriate pace and challenge for all through two Differentiation Champions, beginning with maths.</b></p> <p><b>Further develop approaches to ensure targeted interventions are evident within universal lessons.</b></p> <p><b>Embed the range of AFL strategies to meet needs and engage all learners.</b></p> <p><b>Identify learners next steps and targets and support learners understanding of learning and progress.</b></p> <p><b>Embed moderation cycle (Three stage Model) and approaches by connecting with another school to continue to look outwards.</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School and ELC Improvement</li> <li><input checked="" type="checkbox"/>School and ELC Leadership</li> <li><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Curriculum and Assessment</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<p>How will an Agile approach to strengthening the 4 capacities support all learners?  Building on available data (including CfE levels) outline proposed actions to support and challenge all learners?  How will this reflect the UNCRRC (areas within the UNCRRC toolkit)?  How will this reflect learners at the centre?</p> <p><b>Set up working groups on; Differentiation Organisation, pace and Circle Framework (for Inclusion) The four-part lesson</b></p> <p><b>Staff CPD on Differentiation/ Organisation, pace and Circle Framework/ The Four-Part Lesson to maximise engagement, pace and challenge and ensure New Learning in all areas.</b></p> <p><b>Staff CPD on bitesize self-evaluation and peer observations (time/differentiation/where in room)</b></p> <p><b>Add emphasis on differentiation through support and challenge to attainment meeting dialogue and Pupil Progress Sheet.</b></p> <p><b>Look at differentiation in Numeracy, what should it look like? What works well? Planning to differentiate?</b></p> <p><b>Literacy pedagogy officer to upskill PSWs in targeted support.</b></p> <p><b>Ensure assessment evidence impacts on learners next steps including differentiation. SLT to monitor to ensure agreed interventions are implemented and evaluated.</b></p> <p><b>Triangulate term 4 into term 1 with the old and new class teacher aware of each learner's targets.</b></p> <p><b>Embed learners next steps and targets within teaching.</b></p> <p><b>Further develop staff shared understanding of self-evaluation and how they work collaboratively to identify priorities and drive improvements and outcomes for learners and their own practice.</b></p> <p><b>Staff to look outwards to build a shared understanding of achievement of a level.</b></p>	<p>Sept</p> <p>Oct</p> <p>Oct</p> <p>Sept</p> <p>Nov</p> <p>Oct</p> <p>Sept</p> <p>Aug</p> <p>Oct</p> <p>Oct</p>	<p><b>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</b></p> <p><b>SLT, including Maths Champion to carry out Learning Walks Digital Tally for weekly focus using the QI 2.3 Quality of Teaching.</b></p> <p><b>Pupil Voice Baseline and termly monitoring of QI Learning Evaluation via Jotter Evaluation</b></p> <p><b>SLT to monitor that pupil progress sheet are actioned and transferred into day-to-day practice.</b></p> <p><b>Working Groups Practitioner Enquiry on QI Learning Evaluation - Differentiation/ Organisation, pace and Circle Framework/ The Four-Part Lesson</b></p> <p><b>SLT, to carry out Learning Walks Digital Tally for weekly focus using the QI 2.3 Quality of Teaching.</b></p> <p><b>Pupil Voice survey on AFL Top Ten using Microsoft Forms feedback – Sep Jan May</b></p> <p><b>Level Working Groups to action and SLT monitor - Sep</b></p> <p><b>PSW Microsoft Forms feedback</b></p>
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<p><b>Literacy</b></p> <p>Continue work on literacy strategies, curriculum planning and pedagogy toolkit.</p> <p>Continue to develop the reading culture in school.</p> <p>Embed reading and writing targets within teaching</p> <p>'Lesson Study' model and coaching approaches to embed Punctuation &amp; Grammar progressions.</p> <p>Literacy Pedagogy Officer to investigate connectivity between Targeted Interventions and inclusive approaches in classrooms in response to differentiation CPD.</p> <p><b>Numeracy</b></p> <p>Draw up Maths End of Level Key Areas Moderation document</p> <p>Draw up a Word Problems Solving progression from P2 to P7.</p> <p>Develop contextual learning in maths from ELC to P7</p> <p>Continue to support Armadale Transition P7/S1</p> <p>Develop whole school profiling approach making use of digital opportunities.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<p>Literacy Pedagogy Officer to support the staff in identifying the next steps in the development of reading and work alongside staff to embed the Three Stage Writing model across school.</p> <p>Literacy Champion (LC) to develop the reading culture and gain the Reading School Award.</p> <p>Literacy Champion to oversee consistency and progress across the school with Literacy Targets.</p> <p>Literacy Pedagogy Officer to support 'Lesson Study' model and coaching approach with all staff to embed punctuation and grammar.</p> <p>Differentiation Champion to work alongside Literacy Pedagogy Officer.</p> <p>Strengthen capacity building with Literacy Champion through regular meeting with the Literacy Pedagogy Officer.</p> <p>Numeracy Champion to draw up Maths End of Level Key Areas Moderation document and support staff in using this to assess.</p> <p>Numeracy Champion to draw up a Word Problem Solving progression.</p> <p>Contextualised Learning</p> <p>Numeracy Recovery to be implemented by Numeracy Champion.</p> <p>Set up Digital Profiling from ELC to P7</p>	<p>Oct</p> <p>Jan</p> <p>Oct</p> <p>Jan</p> <p>Jan</p>	<p>School received the Reading School Award.</p> <p>100% children are using literacy core targets to support their learning.</p> <p>Literacy Pedagogy Key Questions - What is working/not working? Is there a balance of 'access to curriculum' approaches, accommodations and appropriate Targeted interventions?</p> <p>Baseline and End of Level data recorded from P2 to P7 in Numeracy.</p> <p>Maths Jotters show an increase in word problems being set and in pupil confidence.</p>
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<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p><b>Improvement in attainment in literacy and numeracy with a relentless focus of progress in Q1</b></p> <p>Shared staff understanding of PEF to take further ownership of tackling gaps and improving outcomes for identified learners.</p> <p>Increase and sustain attendance for identified learners in Quintile 1 to above 93%.</p> <p>Through targeted interventions, identified learners to increase achievement of literacy and numeracy levels in line with local and national targets.</p> <p>Introduce targeted family learning as required by identified learners.</p> <p>Using PEF Planning tool and other QI tools as appropriate to interrogate data, plan interventions and monitor outcomes</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p> <p>All staff track identified PEF learners in Pupil Progress feedback sheets termly and monitor progress.</p> <p>SLT to monitor Quintile 1 attendance monthly and identify ways to support identified learners to increase and sustain attendance.</p> <p>PSWs to be trained in the evidence based strategies included in the Blackridge Intervention Map. Teachers and PSW clear on baselines, interventions targets and impact data through regular pupil progress meetings.</p> <p>Class teacher to be released to support identified families needs.</p>		<p>Documented in PEF Plan</p> <p>Staff note that they are aware of identified earners in the Pupil Progress sheet.</p> <p>Monthly attendance data recorded.</p> <p>Intervention Map clearly shows the baseline and the IMPACT of each strategy used.</p> <p>100% PSW are upskilled in Intervention Map strategies</p> <p>Identified learners targets met.</p> <p>100% staff have a clear understanding of progress of identified learners within their class</p> <p>SLT have a clear system to closely monitor progress and review interventions.</p>
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<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p><b>Curriculum development focused on strengthening the 4 capacities</b></p> <p>Embed play pedagogy across the school where children are able to be curious, inquiring and having fun whilst learning.</p> <p>Further develop HGIOPFL pedagogy rational through rich tasks and provocations to ensure learning through enquiry and big questions.</p> <p>Introduce the Innovation Skill via a Digital Skills Wheel as part of IDL development</p> <p>All children to explore career options and the skills and qualifications required.</p> <p>Further develop skills for life through digital support.</p> <p>All P7's to complete the Armadale Science Themes with support from Armadale staff.</p> <p>All Second Level have experienced a block of Spanish (10 weeks)</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p><b>How will you ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum? COURAGE/RELEVANCE/RELATIONSHIPS/VALUES UNCRC (areas within the UNCRC toolkit)? Learners at the centre</b></p> <p>Embed ELC and P1 HGIOPFL as a monitoring tool within practice.</p> <p>ELC, P1 and P2 to develop planning and ratio of Adult-led, Adult-initiated and Child-led with a termly focus on each pedagogy style.</p> <p>ELC-P2 develop a shared understanding of rich tasks and provocations to ensure all children are <b>successful learner and confident individual</b>.</p> <p>Introduce the Innovation Skill via a Digital Skills Wheel – Curiosity, Creativity, Sense Making, Critical Thinking via Kapla, Makerspace, Loose Parts Play and Outdoor Learning.</p> <p>Further develop Curriculum Rationale, IDL planning and assessments to include skills and rich tasks that promotes enquiry, exploration and curiosity within CfE design principles.</p> <p>Self evaluation of the three year curriculum plan including themes via IDL/experiences and contexts.</p> <p>Increase learners voice through curriculum design so they are <b>effective contributor</b>.</p> <p>Identify staff strengths and share these via Champion roles.</p> <p>Hold a Career Week with a focus on skills and qualifications required to support them to be <b>responsible citizen</b>.</p> <p>Upskill PSW in the use of digital to support learning (Clicker 8/ Immersive Reader/ SeeingAI) and ensure this is evident the digital rationale.</p> <p>Co-delivery of science theme by Armadale Science department- It's a pirate life/ Time to be a detective/ Feeding the planet</p> <p>Skill share French and Spanish across First and Second Level. Link Spanish to Digital use with a focus on feeling, wellbeing and friendships via Team.</p>	<p>Aug Jan May</p> <p>Aug</p> <p>Sept Jan May</p> <p>Sept</p> <p>May</p> <p>May</p> <p>Feb</p> <p>Feb</p> <p>Aug</p> <p>Aug</p> <p>Aug</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>RAG against HGIOPFL Aug Jan and May</p> <p>Rational on Adult-led, Adult-initiated and Child-led ratios shared with staff.</p> <p>Learning Walks note rich tasks and provocations.</p> <p>Digital Wheel upwards trajectory</p> <p>Updated Curriculum Rationale</p> <p>Second Level Microsoft Forms feedback and end of unit assessment task</p> <p>Champions have made Good Practice visits to look outwards.</p> <p>Career Week display from ELC to P7.</p> <p>Armadale Science Microsoft Forms feedback at the end of a unit</p> <p>Second Level Microsoft Forms feedback and end of unit assessment task.</p>
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