

SCIENNES PRIMARY



Standards and Quality Report 2018/19



WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL



Children's rights are learned, understood and lived in this school.



SLT, pupils and parents met Right Honourable Douglas Alexander Head of UNICEF UK, Lucinda Rivers Head of UNICEF Scotland, author Alexander McCall Smith and David Duke Street Soccer
May 2019



Context of the School

School Vision, Values and Aims

Revision of Vision, Values and Aims completed with staff.

Local Context

Sciennes Primary School was built in 1892. It stands adjacent to the Royal Hospital for Sick Children and serves the communities of the Grange, Sciennes and Mayfield, on the south side of Edinburgh. The school is co-educational and non-denominational. There are 24 classes, and the current roll is 660 pupils. Around 23% of our pupils are bilingual and approximately 20% come from outwith our catchment area. We celebrate and greatly value the wonderful diversity in the Sciennes family. The school enjoys an excellent reputation in the community and beyond. There is pressure and demand on places and the Victorian architecture can provide challenges for learning and teaching in the 21st Century.

- Strong support from active Parent Council, fully involved in the life and work of the school. An Events and Fundraising and Clubs group provides a huge range of 25+ clubs, social events for children, families and staff, and organise fundraising events which support children and families and purchase of resources.
- The school uses the Pupil Equity Fund to support activities and interventions in literacy, numeracy and Health and Wellbeing as well as supporting with after school clubs.
- Participation in the pilot 1:5 Raising Awareness of child poverty in Edinburgh was an excellent opportunity for children, parents and staff to provide feedback and recommendations and these contributed to city of Edinburgh policy and practice and practice at Sciennes.
- The school has a large hall, one general-purpose room, incorporating a kitchen to support Health and Wellbeing, a science base, a Sensory Room and a swimming pool situated in the basement. A two room library and digital learning centre with 34 desktop computers have been re-assigned use as classrooms to accommodate two classes during building works in July 2019.
- One portable unit houses two classrooms to the rear of the building, following alteration to another portable unit in July 2019 resulting in the temporary loss of two classrooms.
- An outstanding playground improvement initiative, superbly supported by parents, community and Sport Scotland is enhancing outdoor learning experiences for our learners, local nurseries, after school and holiday club. The playground is also accessible outwith school hours and at the weekend to families in the community. Woodchip was added to the playground in summer 2019 and pupils are enjoying playing in it.
- Staffing comprises Headteacher (HT); 2.5 Depute Headteachers (part time DHT continues to be seconded to Edinburgh University), 1 Principal Teacher, 2 part time Additional Support for Learning Teachers (SfL); 1 English as An Additional Language teacher (EAL) who visits ½ day per week; a part-time Business Manager; Administrator; Pupil Support Assistants and Service Support Officers; Science teacher; 2 PE teachers; part time Music teacher and a swimming teacher for P3 – P7.

- PE provision - all classes benefited from an increase in PE opportunities, including curriculum swimming, tennis, dance, hockey, golf, cross country, orienteering and rugby. Our Active School Coordinator contributes to enhancing and increasing experiences, during and outwith school. Many of our pupils participated in a wide range of tournaments and competitions and we have endeavoured to use all EPSSA opportunities in the city.
- The Youth Music Initiative (NYCOS) provided a music / singing teacher for P3 classes and P4 and P5 pupils greatly enjoyed a block of ukulele tuition. Small groups of pupils from P4 – P7 received tuition in violin, viola and wind instruments. We have a very well-established orchestra and choir. Our choir participated in community events and our P7 pupils performed at the Usher Hall as part of a joint High School and cluster primary schools concert. Our school orchestra performed at Queen’s Hall and we held a Music Showcase evening event.
- We will continue to have two PE specialists and maintain 2 hours of high-quality PE teaching at all stages. We will also continue learning opportunities in tennis and dance.
- We are also fortunate to have very good catering and cleaning staff. A range of services and agencies support the work of the school. The Sciennes After School Club Service (SACS) provides care after school for Sciennes pupils and the holiday club service supports children and families from other local schools. The school is widely used by members of the community.

Factors affecting progress

- Headteacher newly appointed in August 2018 and new part time Business Manager
- Several temporary teachers were recruited to cover maternity leave and secondments
- Extensive building works throughout the session requiring decant of two Primary Six classes for a term and regular decanting within the school.
- Professional learning in Spanish to support pupils has been a key feature

Key Documents and links

- School website <https://sciennesprimaryschool.com/>
- Video review of 2018-2019 <https://vimeo.com/344951257>

Capacity for Continuous Improvement

We have a very dedicated and hardworking team at Sciennes who are committed to providing the best possible experiences for children within the school. Improvement Groups have been a good model for taking forward school improvement. In session 2018/2019 this was made more challenging by major building works and school decants but some progress in the school priorities were made, and next steps identified. Self-evaluation has increased our understanding of our next steps. Our Improvement Groups for session 2019/20 are listed below against our main priorities. All children belong to one of four Houses and these have been aligned against four school priorities. (See below for Learner Participation Groups.) We have maintained or increased high levels of achievement in Curriculum for Excellence levels year on year. Individuals needs are met

to ensure Equity for all. As a cluster we have taken forward assessment and moderation exercises with success.

Improvement Groups:

P1 PLAY

Lead – Carolyn Anstruther (DHT)

- Kirsty Gallagher
- Fiona Barker
- Emma Kerr
- Lauren Thomas

LITERACY

Lead – Lucy Gallagher (DHT)

- Aisling Rogerson
- Emma Kerr*
- Sophie Mitchell
- Emma Kidd
- Stewart Johnson
- Stavros Tsarnas
- Kat Watson
- Forrest Howie

HOMEWORK

Lead – Carolyn Anstruther (DHT)

Andrew Hunter (HT)

- Katherine Clark
- Jo Lake
- Gillian Clarkson
- Samantha Campbell
- Mark McKenna
- Lauren Thomas*
- Daryl Gladstone

LEARNING, TEACHING AND ASSESSMENT

Lead – Andrew Hunter

- Lucy walker
- Ali Mackintosh
- Jenni McGrouther
- Jane Maguire
- Kirsty Gallagher*
- Gregor Hutchison
- Lynsey McCracken
- Holli Barton
- Mollie Lavery

REPORTING

Lead – PT

Andrew Hunter (HT)

- Fiona Barker*
- David Mitchell
- Jen Ferguson
- Jenny O'Hara
- Lindsay Dodds
- Fiona Sellar

Pupil Equity FUND

Lead – PT

- Kat Ross
- Daryl Gladstone (Advisory role)

* Advisory Role (P1 teacher and also in Play group)

Learner Participation Groups (Linked to Improvement Plan)

Grange – Our Learning and Teaching – Homework

Lauder - Our Learning and Teaching – Literacy

Sienna - Our Success and Achievements - Reporting

Tantallon – Our Learning and Teaching – Learning, Teaching and Assessment

1.3 Leadership of Change



Themes

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

Our Illustration

- Developing a shared vision, values & aims relevant to the school and its community

Our children, staff parents and community are valued, engaged and involved in the life of the school.

We work together to ensure we have high expectations of, and for, our learners and we provide the best possible learning experiences to equip them to become successful learners, effective contributors, confident individuals and responsible citizens and to ensure they meet their full potential. This is incorporated in our school aims.

All stakeholders (pupils, staff and a parent group) have developed a shared vision, values and aims for our school. Our aims are to develop successful learners, confident individuals, responsible citizens and effective contributors. The work we do in school each year to develop the four capacities will vary from year to year and will be a fluid part of our aims. We value respect, inclusion, teamwork and effort and our overarching vision is We BELIEVE together we will ACHIEVE. Believe Achieve is our school motto.

Our values reflect school life with high levels of staff, pupil and parental engagement. Overall our vision, values and aims reflect wellbeing, ambition, and rights-based learning, relevant to the uniqueness of our school and setting. We are a Gold Rights Respecting School. Our weekly assemblies include all staff and our vision, values and aims are reinforced and exemplified to ensure clear and consistent understanding and practices.

School questionnaire results show almost all of our children feel proud of their school, are confident learners and achieve in many areas in school and in the community.

- Strategic planning for continuous improvement

We are committed to change and improving learning outcomes for all our children. Senior leaders create conditions where staff feel confident to initiate change and staff have demonstrated through improvement groups and CPD activities their collective responsibility in the process of positive change despite the challenging conditions with major building works and a decant of children in session 2018/19.

All staff are consulted before most significant change happens.

All stakeholders are routinely engaged in school improvements using a mixture of strategies and this helps inform future developments.

We protect time for challenging, professional dialogue and self-evaluation.

- Implementing Improvement and Change

Staff at all levels take responsibility for implementing change and promoting equality, equity and social justice. Rights based learning has been evaluated as a strong feature of our school, complementing our values. The school was awarded UNICEF RRSA level 2 (Gold status) in 2018 and a group of our children have been working closely with the Children's Parliament.

Leadership opportunities are offered at all levels (staff, pupils, parents) and some staff take on whole school remits.

Most children feel their voice is heard and we trialled a new approach to whole school learner participation but this proved challenging due to the physical constraints relating to major building works.

All teaching staff have engaged with colleagues across the James Gillespie's cluster in pedagogy discussions, and assessment and moderation activities.

Data regarding children's attainment is discussed.

Next Steps

HT to deliver presentation to families on Sciennes Past, Present and Future to reinforce our vision, values and aims and to focus on continuous change since 1892.

To involve more stakeholders in the change process and to enhance learner participation.

Ensure consistency of high expectations across all staff within the school.

Complete development of Positive Behaviour Strategy and refresh equalities, anti-bullying / anti-racism strategy.

Further encourage leadership opportunities for staff, pupils and parents.

Provide more strategic lead for all improvement groups.

2.3 Learning, Teaching and Assessment



Themes

- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

Our Illustration

- Learning and Engagement

Our school is committed to children's rights and positive relationships and we are a RRSA Gold School.

There is a positive learning environment across the school. Almost all children are engaged and highly motivated in their learning, eager to learn and enjoy school. They feel their views are sought to improve through learning experiences. Most feel challenged in their learning. Pupils know their views are important and their voices will be heard. Pupils are involved in leadership roles throughout the school.

Almost all children can talk about their learning and can share their learning with others.

Most lessons are structured consistently across the school. Children work well actively, creatively and independently and some have choices in their level of challenge.

- Quality of Teaching

All teachers engage learners by ensuring that learning intentions are shared and almost all teachers shared success criteria with pupils.

Our teaching is underpinned by our shared vision and values and learning experiences are planned to reflect real life contexts. In almost all cases they are matched to children's need and interests.

Effective and consistent teaching is evident in almost all classes with staff planning collaboratively at each stage and sharing good practice to provide a range of learning experiences.

Our ASL team (teachers and PSAs) plan and deliver intervention programmes to support our learners.

- Effective use of Assessment

All teachers use a variety of formative and summative assessment strategies to support learning and enable children to demonstrate progress.

All classes use Assessment is For Learning strategies and these are used across the school. All learners engage in peer and self-evaluation to improve their learning. Some can identify next steps in learning.

A variety of say, write, make, do assessments allow pupils to demonstrate their knowledge across the curriculum and this approach is used in all classes.

Standardised assessments are carefully managed to ensure all pupils can complete the assessments to the best of their ability in a calm and positive environment.

Moderation activities in literacy are supported across the cluster schools. This has helped to promote consistency in children's work and more robust judgement of pupils' progress.

- Planning, Tracking and Monitoring

All teachers complete weekly, termly and yearly planning. This helps ensure the needs of learners are met across the whole curriculum. In some classes learners contribute well to the planning.

All teachers take part in stage planning and this is effective in ensuring a consistent approach across the year groups.

Tracking attainment and achievement meetings between senior leaders and class teachers were carried out twice in the year with attainment being a focus. ASL and class teachers, followed by ASL and SLT meet to discuss pupil progress with ASL needs, including the most deprived and looked after children.

Next Steps

The development of a holistic Sciennes' learning, teaching and assessment strategy is a main priority for session 2019/20. This will include:

- *Planning (benchmarks)*
- *Curriculum Rationale*
- *Curriculum Areas*
- *Teaching and Learning Strategies*
- *Assessment and Moderation*
- *ASL*
- *Narrowing the Attainment Gap*
- *Challenging the most able*
- *Quality Assurance*
- *Transitions*
- *Reporting*
- *Tracking*

Develop and carry out a realistic and manageable Quality Assurance calendar.

Ensure effective use of ICT equipment taken from the ICT suite and redeployed throughout the classrooms.

Continue to develop ICT strategy for iPads across the school.

3.1 Ensuring Wellbeing, Equality and Inclusion



Themes

- Wellbeing
- Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

Our Illustration

- Wellbeing

The school has further developed a set of shared vision, values and aims during session 2018/2019 and wellbeing is a feature of this.

Most children enjoy being at school and almost all children say they are happy with who they are, that they have good friends at school, that adults set a good example and care about them and that they feel safe at school.

We have a shared understanding of 1 in 5 poverty challenges, wellbeing and children's rights ensuring children are safe and secure at school.

We have a whole school approach to the Building Resilience Programme and model and promote behaviour that supports the wellbeing of all. Growth mindset is established across the school. Almost all pupils stated that if they found something hard they would keep trying and that they try to learn from their mistakes.

A nurture group was established and some of the most emotionally vulnerable children are being closely monitored and supported. Boxhall profiles have been completed for each child to track detailed progress across the year.

All children are aware of the wellbeing indicators through classwork and assemblies. Pupils recognise SHANARRI. Wellbeing webs were used across the school to successfully track pupil health and wellbeing.

Food technology with a focus on Health was an area of development led by the Principal Teacher in 2018/2019, supported by parents and the Parent Council. Effective whole school planning with resources was produced for all staff to trial and the feedback from staff was very good.

The school has a very well developed and developing strategy for promoting responsible citizens and sustainability as part of our school life and ethos. This includes – Rights

Respecting Gold Award, ECO 4th Green Flag, JASS (Junior Award Scheme for Schools) embedded in P6 and P7, Fair Aware Trade status, Clean Air Day work with SEPA and UNICEF, climate change strikes, sector leading school in Active Travel and member of School Streets Scheme. Our playground is ever evolving and unique to Sciennes is our cycling programme throughout the school where all children will leave Sciennes being able to cycle.

- Fulfillment of Statutory Duties (with specific reference to Looked After children)

All staff are aware of the legislative framework related to wellbeing (GIRFEC, SHANARRI), equality and inclusion.

Systems of ongoing liaison between class teachers, ASL, SLT, partner agencies and parents allow us to identify pupil support needs and plan for interventions through child planning meetings for example.

Staff have completed mandatory Child Protection Level 2 and Level 4 training.

- Inclusion and Equality

Enhanced Transition is planned for all vulnerable children across all ages / stages of the school and universal transitions are in place for children transitioning at all stages.

We value and celebrate diversity and treat any racist, homophobic, xenophobic, sexist etc incidents very seriously.

There was a successful pupil led group in session 2018/2019 that focused on gender equality as well as LGBT awareness. This group spoke at assemblies and along with the Headteacher gave a talk to the Grange Association.

Strategies are in place which help us improve attainment and achievement for young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

PEF money is used to support those affected by poverty in our school to reduce the attainment gap and to raise achievement levels and support Health and Wellbeing through nurture and after school clubs.

As a pilot for the 1 in 5 project (1 in 5 children in Edinburgh living in poverty) we secured funds from our Parent Council so as we can help to poverty proof the school day for children living in poverty / affected by financial hardship.

Next Steps

All staff to be trained in Child Protection 2 in January 2020.

Continue to embed wellbeing indicators.

Update Equalities, Anti-bully/Anti-racist Strategy.

3.2 Raising Attainment and Achievement



Themes

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learners' achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

Our Illustration

- Attainment in Literacy and Numeracy

Over the past few years, literacy, numeracy and raising attainment have been a central feature of the school improvement plan and annual priorities.

In literacy, our data indicates that Sciennes' pupils achieve above the city average in P1, P4 and P7. Achievement in Curriculum for Excellence levels have all risen slightly in listening and talking, reading and writing from 2017/2018 to 2018/2019.

In numeracy / mathematics, our data indicates that Sciennes' pupils achieve above the city average in P1, P4 and P7. In Primary 1 the achievement in the Curriculum for Excellence level dipped by 0.3% whereas in P4 and P7 the percentage achieving the expected level increased.

The table below shows the percentage of children achieving CfE levels in June 2018 and June 2019.

	P1		P4		P7	
	17/18	18/19	17/18	18/19	17/18	18/19
Numeracy	97.9%	97.6%	92.7%	94.3%	90.8%	95.9%
Listening & Talking	96.9%	97.6%	92.7%	98.9%	96.9%	97.9%
Reading	96.9%	97.6%	92.7%	95.4%	91.8%	94.8%
Writing	96.9%	97.6%	92.7%	93.1%	89.8%	91.8%

- Attainment over time

Almost all our learners make very good progress from their prior levels of attainment in literacy and numeracy. We have maintained or raised attainment at a consistently high standard for almost all learners.

We have a partial tracking system used to monitor the attainment of our children. The majority of staff use the benchmarks to plan for assessment although this is not consistent. Staff have moderated writing at cluster level.

- Overall quality of learners' achievement

We develop successful, confident, effective, responsible learners who contribute very well to the life of the school and beyond. Pupils demonstrate initiative and regularly take the lead, supported and actively encouraged by staff.

Learners take increasing responsibility for their own learning. An example of this is P7 pupils who led the Winter Fair, are mentoring P5 pupils to lead the Summer Fair.

Almost all pupils are engaged in their learning.

All teachers plan in a responsive way based on observation and assessment of the children's learning.

Every child has the opportunity to achieve success beyond the classroom with a range of school clubs available. Children's achievements are celebrated in a number of ways such as in class, assemblies, the HT weekly roundup, and visits to DHT's, HT to show / share achievements.

Interventions have been implemented to support our learners in SIMD 1-3, affected by poverty or experiencing disadvantage or barriers to learning to participate in school activities without cost being the barrier.

We offer a range of curriculum-based opportunities throughout the school. At Second Level we also offer the JASS programme in P6 and P7 as well as residential experiences in P6 and P7.

- Equity for all learners, including specific reference to Looked After & Equit

Our attainment data shows that most of our pupils are making good progress in their learning and that this trend is sustained or going upwards.

We have systems in place to promote equity of success and achievement for most learners through ASL and PEF interventions.

Next Steps

Develop the use of the benchmarks to support ongoing classroom assessments in literacy and numeracy as part of our assessment strategy.

PEF co-ordinator role to be introduced (new Principal Teacher) who will also work with ASL and DHTs to ensure robust tracking of all equity cohorts including care experienced.

To support teacher confidence in achievement of a level, there will be further planned cluster moderation activities.

2.4 Personalised Support : Choice Quality Indicator



Themes

- Universal Support
- Targeted Support
- Removal of Barriers to Learning

Our Illustration

UNIVERSAL SUPPORT

Almost all staff use a variety of creative, inclusive learning, teaching and assessment approaches to enable all learners to achieve success. At Pathway 1 and 2, a variety of appropriate tasks, activities and resources are used to meet individual learners' needs and support achievement.

Positive Behaviour Policy developed by Improvement Group.

We use resources (including digital technology), teaching approaches and spaces creatively to meet the needs of all of our learners.

- Creative management of space in our old Victorian building to meet needs.
- Use of the local area to develop life skills for individual pupils and as part of IEP targets.
- Use of Nature Strip, playground and Meadows as regular outdoor learning spaces.
- Sensory room opened Aug 2015.

We plan for effective transitions for learners.

- Children, parents and partners are fully involved in decisions about children's learning and support.
- Inhouse enhanced transition P7/S1 in place for vulnerable pupils.
- Nursery-P1 enhanced transition programme at Sciennes by ASLS
- P1 transition booklet for all new pupils.

TARGETED SUPPORT

We ensure the most appropriate Support for Learning interventions are effective and there are clear assessment criteria for interventions

- Impact of ASL interventions is measured.
- PSAs supporting the delivery of the interventions are trained
- We work with our partners to build our capacity to meet learner's needs, particularly with regards to our pupil with an IEP.
- Secondment of ASL teacher last session to the Literacy and Dyslexia Service to develop further good practices at Sciennes

ASL Teachers support class teachers in the identification, assessment, planning and provision for learners who have additional support needs.

- ASL teacher keeps abreast of current initiatives and interventions, networks with ASL colleagues.
- Disseminates best practice in school.
- Supports CT to implement Pathway 1 strategies and supports.
- Undertakes and reports on Pathway 2 assessments.

The ASL teacher contributes to the Professional Learning of school staff.

- ASL teacher advises CT on strategies and resources for pupils with additional support needs.

REMOVAL OF BARRIERS TO LEARNING

Our vision of the school is ambitious and focuses on improvements in outcomes for all learners minimising the impact of potential barriers to learning.

- We engage in collaborative working with the whole school community
- Inclusive practices are evident throughout the school

We recognise and value the role of parents and partners.

- Emotions Talk to parents – 2 groups so far – about 25 parents. 2 further sessions planned for this session
- Social Thinking – whole class intervention – 3 classes trained so far – 99 pupils
- Parent Carer Group – once a month – 5 parents so far, in its infancy – sessions planned for this session
- Circle of Friends – 2 groups of pupils – 12 pupils
- Seasons for Growth – one group a year – 8 pupils
- TIPs- once a week for 6 pupils
- Social Thinking PSA led – 8 pupils
- Management and organisation of PSA programmes – approx. 16 pupil / groups
- P1 Reading workshop for parents
- Dyslexia Presentation to parents then to year groups / classes – 20 families
- Literacy groups – 13 groups
- Whole class spelling workshops – 5 year groups on a rolling programme
- Read, Write, Inc group – but not in its purest form as the scores too high
- Neurodiversity presentation – planning for later in this session – open to all parents.
- Transition support event for parents – 3 families, early stages

We take positive and proactive steps to ensure that barriers to learning are minimised and are responsive to circumstances of at risk children including young carers, looked after children and children living in poverty.

- Effective tracking and monitoring systems in place for all children with disabilities, social emotional needs or health issues

There are appropriate opportunities for Professional Learning that enable all staff to meet the needs of all learners and address barriers to learning.

Next Steps

- Continue to improve strategies (including pupil feedback) to monitor and evaluate learning and the impact of interventions.
- Increase focus on more able learners
- Implement consistent use of AIFL strategies and language.
- Further develop nurture room and encourage greater use particularly with our vulnerable pupils.
- Work towards VSP Silver accreditation.
- Review transition procedures within school for handover of classes
- Develop/widen communication with parents of ASN pupils out with the CPM framework.
- Disseminate Dyslexia Service good practices to all PSAs
- Further embed Literacy and Dyslexia Framework with profile building for pupils with literacy difficulties.
- Review and develop inclusive practices of ASL class kit boxes.
- Continue to share current research and learning.
- Develop nurture training for PT
- PSAs to attend CT/ASL liaison slots for our most vulnerable pupils.
- Continue to develop use of outside agencies to upskill capacity of staff.
- Ongoing monitoring and evaluation of the effectiveness of programme
- Ensure appropriate staff attend relevant courses

Equity and Best Value

Pupil Equity Fund

- A total of 59 children benefitted from the Pupil Equity Fund (8.87% of the school)
- Targeted support in numeracy, literacy and Health and Wellbeing
- Seal/Maths support given in small groups (28 children)
- Literacy support in class/small groups/individuals – spelling/writing/reading (17 Children)
- Social Skills Group – Based on Boxhall data (12 children)
- After school/holiday clubs

FOR SESSION 2018-19, THE PUPIL EQUITY FUND HAS TOTALLED £74080.

THIS INCLUDED A CARRY-FORWARD OF £19000 FROM THE PREVIOUS SESSION OF WHICH HAS NOW BEEN SPENT.

THERE IS A CURRENT CARRY-FORWARD OF £ 30,736 TO SESSION 2019-20.

THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE SCHOOL IMPROVEMENT PLAN FOR 2019-20 AND CODED GREEN.

Best Value

Updates on Financial overview are prepared by the Business Manager and shared at Senior Leadership Meetings. The Business Manager was new to the post and has subsequently resigned.

The School Fund Committee was being set up by the Business Manager. The School Fund was audited by a third party. The School Fund is reconciled by The Business Manager using Pebble.

Additional support for pupils, supported by Pupil Equity Funding, by school staff and the variety of resources purchased to meet individual needs has helped pupils (and parents) grow in confidence and skills. This has helped us to maintain and increase high levels of attainment.

The Parent Council provides funds to help poverty proof the school day and year for families with low incomes or facing financial hardship

Quality Indicator Grades

	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4		
Learning, Teaching & Assessment	4		
Wellbeing, Equality & Inclusion	4		
Raising Attainment & Achievement	5		
School Choice – Personalised Support	5		

Self-Evaluation Schedule

QI	17/18	18/19	19/20	20/21
1.1 Self-Evaluation for Self-Improvement	✓	✓	✓	✓
1.2 Leadership of Learning		✓	✓	
1.3 Leadership of Change	✓	✓	✓	✓
1.4 Leadership and Management of Staff				✓
1.5 Management of Resources To Promote Equity	✓			✓
<i>Leadership And Management Overall</i>				
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			✓	
<i>Learning Provision Overall</i>				
3.1 Ensuring Wellbeing, Equality and Inclusion	✓	✓	✓	✓
3.2 Raising Attainment and Achievement	✓	✓	✓	✓
3.3 Increasing Creativity and Employability	✓			✓
<i>Successes and Achievements Overall</i>				



SCIENNES PRIMARY

School Improvement Plan 2019/20

Learning, Teaching and Assessment Strategy

Priority 1	To develop further and produce an updated Sciennes learning, teaching and assessment strategy to include planning (benchmarks), curriculum rationale, curriculum areas, teaching and learning strategies, assessment and moderation, ASL, reducing the attainment gap, challenging the most able, quality assurance, transitions, reporting and tracking.	Overall Responsibility	Andrew Hunter - HT	
Measurable Outcomes	By the end of session all teaching staff will understand and use the Learning, Teaching and Assessment document.			
Outcomes	By the end of the session a working Learning, Teaching and Assessment document will be in place.			
NIF Priority Improvements In Attainment, Particularly In Literacy And Numeracy (NIF 1) Closing the Attainment Gap between the most and least disadvantaged children and young people (NIF 2) Improvement in children and young people's health and wellbeing. (NIF 3) Improvement in Employability Skills (NIF 4)		QIs/Themes 1.1 Self Evaluation and Self Improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.6 Transitions 2.7 Partnerships 3.2 Raising Attainment & Achievement		
Tasks		Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Planning folder exercise to ensure that the layout of all forward plans from content page to content are consistent. Staff to note inconsistencies and take documents from the server. 		<ul style="list-style-type: none"> CAT 1 	<ul style="list-style-type: none"> September 2019 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Transitions – staff to collate in level groupings what worked well in the transition from stage to stage and areas that need to be improved. Improvement group to develop transition strategy 	<ul style="list-style-type: none"> • CAT 1 (1 hour) • CAT 2 (2 hours) 	<ul style="list-style-type: none"> • September 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Quality assurance calendar to be agreed by all the staff and incorporated into our learning, teaching and assessment strategy 	<ul style="list-style-type: none"> • SLT time • Staff meeting 	<ul style="list-style-type: none"> • September 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Improvement group to develop further the curriculum rationale started in session 2018/19 and produce draft document to share with staff 	<ul style="list-style-type: none"> • CAT 2 • Improvement Group Time • Inservice Day 	<ul style="list-style-type: none"> • October 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Produce overview of consistent curricular plans with a focus on relationships, sexual health and parenthood education 	<ul style="list-style-type: none"> • Improvement group • CAT • Inservice Day • Staff meeting times • Parent presentation HT 	<ul style="list-style-type: none"> • October 2019 • June 2020 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Develop position statements on teaching strategies for example AIFL, and phase model 	<ul style="list-style-type: none"> • Improvement Group Time 	<ul style="list-style-type: none"> • November 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Offer drop in sessions on AIFL / Teaching Strategies 	<ul style="list-style-type: none"> • Improvement Group Time • Drop in sessions 	<ul style="list-style-type: none"> • January 2020 • May 2020 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Whole staff to audit and discuss assessment strategies across the school particularly in literacy / numeracy and feedback to start to produce draft strategy on assessment and moderation 	<ul style="list-style-type: none"> • Edinburgh learns • Assessment & Moderation Framework • CEC template to draft strategy 	<ul style="list-style-type: none"> • January to June 2020 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Develop a strategy for challenging the most able in literacy and numeracy • PT to liaise with Shaun Morley, PT at Carrick Knowe (numeracy) • PT to liaise with LLP school re literacy 	PT time Sciennes & CKPS / LLP schools	<ul style="list-style-type: none"> • January to June 2020 	<ul style="list-style-type: none"> •
Incorporate ASL interventions into the learning teaching and assessment strategy	<ul style="list-style-type: none"> • ASL staff time 	<ul style="list-style-type: none"> • February 2020 	<ul style="list-style-type: none"> •
Pilot EDICT tracking system	<ul style="list-style-type: none"> • EDICT System • DHT (Lucy Gallagher) 	<ul style="list-style-type: none"> • August to October 2019 	<ul style="list-style-type: none"> •
Use EDICT as main whole school tracking system and share with the staff. Start to populate	<ul style="list-style-type: none"> • EDICT System • DHT Lucy Gallagher 	<ul style="list-style-type: none"> • November 2019 to June 2020 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Bring together all elements of the learning, teaching and assessment strategy and produce strategy document 	<ul style="list-style-type: none"> • Improvement Group time • Inservice day 	<ul style="list-style-type: none"> • May / June 2020 	<ul style="list-style-type: none"> •

Literacy

NIF Priority 1 – Improvement in Attainment, Particularly in Writing.	QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy
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Priority 2	To raise attainment in Writing (<i>linked to Writing developments in Cluster NIF Priority</i>)	Overall Responsibility	DHT – Lucy Gallagher	
Outcomes	Continue to develop a progressive plan which ensures a wide range of quality Literacy experiences for all learners documented within a revised Literacy strategy, aligned to the Edinburgh Writing Strategy and drawing on current best practices. Cluster staff will have a shared understanding of the standard in Writing at their stage and level (leading on to a more holistic appreciation of standards)			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Review and revise our existing Tools for Writing Strategy to align with the Edinburgh Writing Strategy. Whole staff training with James Clements. Explore best practice in approaches to Spelling within authority schools and beyond. ASL pilot of Nessy Spelling programme. Extend inhouse developed version of Foundations of Writing from P1 into P2 Audit approaches to Reading across the school Share audit results/feedback with staff Develop and agree consistent Reading Strategy from P1-P7 which aligns with Writing Strategy Extend “Talk into Writing” at P2 to other year groups. Link Listening and Talking Pie Corbett resources, Storytelling and Drama to Writing Strategy. 	<ul style="list-style-type: none"> Literacy coordinator SLT Literacy Group Paula Gilhooly ASL Specialist 	<ul style="list-style-type: none"> CAT Sessions; Staff meetings Inservice with James Clements Purchase of Pie Corbett resources Nessy online subscription 	<ul style="list-style-type: none"> Two years August 2019 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Repeat moderation and assessment of Writing activities in year groups, within school and cluster (linked to Cluster NIF Priority) in order to embed the model developed and agreed last session, in line with Edinburgh Learns guidance. Participate in citywide Moderation and Assessment of Writing at P7/S1 activities led by Jackie Reid, Quality Improvement Manager. 	<ul style="list-style-type: none"> Literacy coordinator Literacy Group Cluster reps P7 staff Jackie Reid QIM Evelyn Love Gajardo DO Literacy Strategy 	<ul style="list-style-type: none"> Cluster CAT Sessions 	<ul style="list-style-type: none"> Dates tbc 15th Nov 2019 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Continue to identify groups for targeted literacy interventions at points of transition and across the session to plan and review learning. Utilise and build on existing tracking, monitoring and assessment systems to target interventions effectively. Increase focus on more able learners Embed new Dyslexia Guidelines introduced last session. 	<ul style="list-style-type: none"> ASL; SLT; Literacy coordinator 	<ul style="list-style-type: none"> ASL, PSA, data on target groups Early consultations with parents; CPM 	<ul style="list-style-type: none"> From August 2019 Termly focus with CTs, ASL PSAs and parents. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Self-evaluate and monitor progress with selected learners using How Good Is OUR School Learner Version. Core group of pupils leading promotion of 'recommended reads', World Book Day and audit of class libraries 	<ul style="list-style-type: none"> SLT and Literacy coordinator 	<ul style="list-style-type: none"> Assemblies and in class Meetings with pupil group 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> P1, P4, P7 Standardised assessments to be completed Benchmark data to be gathered, monitored and reviewed termly. Introduce termly recording of WPA forecast of Literacy Levels Literacy levels to be entered on SEEMIS for collation by CEC/ES 	<ul style="list-style-type: none"> DHT, ASL SLT/CTs 	<ul style="list-style-type: none"> Allocation of time in line with WTA Administrative time SLT meetings 	<ul style="list-style-type: none"> Benchmarking data gathered Oct 2019/ Jan 2020/ May 2020 	<ul style="list-style-type: none">

Homework / Home Learning

Priority 3	To support and enable pupils, families and school staff to play an integral role in homework / home learning	Overall Responsibility	DHT – Carolyn Anstruther HT - Andrew Hunter	
Measurable Outcomes	By the end of session there will be 80% positive feedback from Pupils, Parents and Staff on the new approach to Homework			
Outcomes	By the end of session there will be a new strategy for Homework.			
NIF Priority Improvements In Attainment, Particularly In Literacy And Numeracy (NIF 1) Improvement in Employability Skills (NIF 4)		QIs/Themes 1.1 Self-Evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.7 Partnerships 3.2 Raising Attainment and Achievement		
Tasks		Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Parent Council / HT developed an electronic questionnaire that was sent to all families on homework 		<ul style="list-style-type: none"> Parent Council Head Teacher Questionnaire 	<ul style="list-style-type: none"> May 2019 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Families completed the questionnaire 		<ul style="list-style-type: none"> Questionnaire Family time 	<ul style="list-style-type: none"> June 2019 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Parent Council led by Emma Kirk, Parent Council (Communications) to analyse the completed questionnaires 		<ul style="list-style-type: none"> Analysis time 	<ul style="list-style-type: none"> September 2019 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Emma Kirk to present findings to the Parent Council at Parent Council meeting and to school staff at a school staff meeting 	<ul style="list-style-type: none"> • Parent Council meeting • Staff meeting 	<ul style="list-style-type: none"> • September 2019 • October 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Homework Improvement Group to design a questionnaire on homework for pupils / staff to complete 	<ul style="list-style-type: none"> • Improvement Group time 	<ul style="list-style-type: none"> • September 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Questionnaire to be analysed by the Improvement Group and presented to school staff at staff meeting and pupils at House assembly 	<ul style="list-style-type: none"> • Improvement Group time • Staff meeting • House assembly 	<ul style="list-style-type: none"> • November 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • New homework strategy, based on information gleaned from parent, pupil, staff questionnaires to be developed and trialled across the school 	<ul style="list-style-type: none"> • Improvement time • CAT x 1 	<ul style="list-style-type: none"> • January 2020 to April 2020 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Parents, pupils, staff to give feedback and Sciennes Homework Strategy to be implemented 	<ul style="list-style-type: none"> • Questionnaire • Improvement Group time • CAT x 1 	<ul style="list-style-type: none"> • April 2019 • June 2019 	<ul style="list-style-type: none"> •

Play Based Learning

Priority 4	To improve staff understanding of the theory of play based learning and establish play based learning in Primary 1	Overall Responsibility	DHT – Carolyn Anstruther	
Measurable Outcomes	By the end of session <ul style="list-style-type: none"> All P1 teachers will be planning with play based pedagogy at the centre All P1 pupils will experience the P1 curriculum through play based learning 			
Outcomes	By the end of session <ul style="list-style-type: none"> Play based pedagogy in Primary 1 will be incorporated into the whole school learning, teaching and assessment strategy Planning will be in place to trial elements of this approach into Primary 2 			
NIF Priority Improvements In Attainment, Particularly In Literacy And Numeracy (NIF 1) Closing the Attainment Gap between the most and Least disadvantaged children and Young People (NIF 2)		QIs/Themes 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy		
Tasks		Resources	Time	Progress & Impact
P1 teachers (session 18/19) visited James Gillespie's Primary School and South Morningside Primary School to observe play based pedagogy and discuss with the staff at the visited schools, and fed back to all P1 to P7 staff at Sciennes at a staff meeting.		<ul style="list-style-type: none"> Staff time Staff cover Other school settings Staff meeting 	<ul style="list-style-type: none"> May/June 2019 	<ul style="list-style-type: none"> Following visits P1 staff were keen to introduce play based pedagogy into P1 in session 2019/20 Impact of research and Council initiatives on play
Further P1 staff (session 2019/20) to visit James Gillespie's Primary School and South Morningside Primary School to observe play based pedagogy and discuss with the staff at the visited schools.		<ul style="list-style-type: none"> Staff time Staff cover Other school settings 	<ul style="list-style-type: none"> September 2019 	

P1 staff to attend Play in P1 conference and report back	<ul style="list-style-type: none"> • Staff time • Play conference, Tyncastle 	<ul style="list-style-type: none"> • 6 September 2019 	
<p>All Primary 1 teachers will read and use research to inform their practice by reading:</p> <ul style="list-style-type: none"> • 'Best Practice In The Early Years Bryce-Clegg, A (2015); and • 'Interacting or Interfering' Fisher, J (2016) <p>P1 staff will discuss their research in improvement group, professional dialogue sessions</p>	<ul style="list-style-type: none"> • The books • CPD time • Improvement group time 	<ul style="list-style-type: none"> • October 2019 	
<p>To conduct an audit of current provision by P1 team</p> <p>Identify key areas for development</p>	<ul style="list-style-type: none"> • Play for learning audit tool 	<ul style="list-style-type: none"> • October 2019 	
<p>Introduce play based learning in P1 with new planning, assessment and tracking procedures.</p> <p>Pilot new approaches.</p> <p>Review and evaluate practice</p>	<ul style="list-style-type: none"> • Improvement group time (8 hours) • CPD time • Play based resources (£10,000 from donation to school for this purpose) • Adaptation of existing resources 	<ul style="list-style-type: none"> • June 2020 	
<p>Study findings of the approach to play based learning in P1</p> <p>Feedback to all staff in P1-P7 and Parent Council and act on findings to further improve experience in P1 and introduce into P2</p>	<ul style="list-style-type: none"> • Analysis tool by P1 staff • Inservice day time • Parents Council meeting 	<ul style="list-style-type: none"> • May/June 2020 	

Reporting

Priority 5	To produce a holistic Sciennes Reporting strategy to enable pupils and parents to be timeously informed and timeously involved in the process of reporting to support their child's learning.	Overall Responsibility	PT Andrew Hunter
Measurable Outcomes	By the end of the session we will have reported in an electronic basis in all curricular areas except Literacy and Numeracy. A stream lined end of year report will include, Literacy, Numeracy and the Learner Journey.		
Outcomes	By the end of session there will a new Sciennes Reporting Strategy.		
NIF Priority Improvements In Attainment, Particularly In Literacy And Numeracy (NIF 1) Improvement in Employability Skills (NIF 4)		QIs/Themes 1.1 Self Evaluation for Self Improvement 1.2 Leadership of Change 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.7 Partnerships	
Tasks	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Questionnaire given to parents at the end of the reporting cycle in June 2019 asking for their feedback on the structure of reporting, with a majority of parents responding. 	<ul style="list-style-type: none"> Questionnaire Family / parent time 	<ul style="list-style-type: none"> June 2019 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> HT to analyse parent questionnaires and to feedback to staff and Reports Improvement Group 	<ul style="list-style-type: none"> HT time Inservice time Improvement Group time 	<ul style="list-style-type: none"> August / September 2019 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> New, consistent format of parent newsletters to be created and sent out four times a year, detailing curriculum overview for the block in all curricular areas. 	<ul style="list-style-type: none"> SLT Class teachers New format of newsletters 	<ul style="list-style-type: none"> September 2019 October 2019 January 2020 to April 2020 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Improvement Group to audit staff / pupil views on reporting and feedback to staff at staff meeting and pupils at house meeting 	<ul style="list-style-type: none"> Audit tool Improvement Group Time House meeting 	<ul style="list-style-type: none"> September 2019 October 2019 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Shaun Morley, PT from Carrick Knowe Primary School, to present to Improvement Group and to teaching staff on Learning Journals 	<ul style="list-style-type: none"> PT Carrick Knowe PS CAT time (1 hour Improvement Group; 1 hour whole staff) 	<ul style="list-style-type: none"> November 2019 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Improvement Group to visit other schools using regulator electronic forms of reporting 	<ul style="list-style-type: none"> Improvement Group time Receiving schools 	<ul style="list-style-type: none"> October / November 2019 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Teachers to practice using an electronic system to familiarise themselves with the process as well as collating half yearly reports in literacy and numeracy 	<ul style="list-style-type: none"> Inservice 5 (Reducing Workload) 	<ul style="list-style-type: none"> January 2020 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Teachers to trial electronic reporting in curricular areas except literacy and numeracy 	<ul style="list-style-type: none"> WTA 30 hours Learning Journals 	<ul style="list-style-type: none"> January 2020 June 2020 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Improvement Group to design end of year report with literacy, numeracy and PSE / learner journey and CfE levels for end of session to feedback to staff 	<ul style="list-style-type: none"> Improvement Group Time CAT 	<ul style="list-style-type: none"> March 2020 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> HT / Improvement Group to audit parent / pupil / staff views on new holistic reporting process, to feedback into reporting for session 2020/21 	<ul style="list-style-type: none"> Improvement Group time HT time Audit tool 	<ul style="list-style-type: none"> June 2019 	<ul style="list-style-type: none">

Pupil Equity Fund

Priority 6	Pupil Equity Fund	Overall Responsibility	PT/Kat Ross
Measurable Outcomes	<ul style="list-style-type: none"> - By the end of the session, gap will be reduced by 2% for children targeted for Literacy and Numeracy intervention. - Targeted children will attend after school and holiday clubs. 		
Outcomes	By the end of session there will be <ul style="list-style-type: none"> - Children will have made progress and fed back positively on interventions. 		
NIF Priority <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children's and young people's health and wellbeing 4. Improvement in employability skills 		QIs/Themes <ol style="list-style-type: none"> 1.1 Analysis and Evaluation Of Intelligence And Data 2.3 Effective Use of Assessment 2.3 Planning, Tracking and Monitoring 3.1 Ensuring Wellbeing, Equality, Inclusion 3.2 Attainment in Literacy and Numeracy 	
Tasks	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> • PEF teacher to meet with class teachers to discuss pupils eligible for PEF funding and numeracy support required • PEF teacher to carry out GL Assessments along with SEAL assessments to get a detailed picture of need. • Numeracy support to be provided in small groups/individuals 	<ul style="list-style-type: none"> • PEF Teacher • CT/PEF discussions • SEAL assessment • GL Assessment 	<ul style="list-style-type: none"> • September 2019 • October 2019 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • PEF teacher to meet with class teachers to discuss pupils eligible for PEF funding and Literacy support required • Literacy support to be given to identified pupils in small groups/individuals based on need. • Children identified for Social Skills/Chat Club/Nurture using teacher discussions and well being web • Boxhall Profiles to be completed for identified children • Groups set up • PEF Teacher to attend ASL Training 	<ul style="list-style-type: none"> • Teacher discussions • PEF Teacher time • Literacy resources • Teacher discussions • Boxhall Profile • Wellbeing web 	<ul style="list-style-type: none"> • September 2019 • October 2019 • November 2019 <p>November 2019</p> <p>November 2019</p>	<ul style="list-style-type: none"> •

<ul style="list-style-type: none">• New PT with overall responsibility for PEF recruited	<ul style="list-style-type: none">• Snack for groups ASL Time PEF Teacher• Recruitment Process• PEF PT		
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Cluster Priority

Priority 7	JGHS Cluster action plan	Overall Responsibility	Cluster HTs	
Measurable Outcomes	<ul style="list-style-type: none"> - All teachers will be confident in moderation of writing and number/algebra. - Increased consistency of teacher judged levels of achievement in writing and number/algebra. - Improved transition P7-S1 in writing and number/algebra experiences and outcomes. 			
Outcomes	<p>By the end of session there will be</p> <ul style="list-style-type: none"> - 2 cluster CATs focussing on moderation of writing, number and algebra. 			
NIF Priority	<ol 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's and young people's health and wellbeing Improvement in employability skills and sustained positive school leaver destinations for all young people 	QIs/Themes	<ol style="list-style-type: none"> 1.1 Analysis and Evaluation Of Intelligence And Data 2.3 Effective Use of Assessment 2.3 Planning, Tracking and Monitoring 3.2 Attainment in Literacy and Numeracy 	
	Tasks	Resources	Time	Progress & Impact
	<ul style="list-style-type: none"> • Lucy Gallagher, DHT, Sciennes adapt 2017-18 cluster moderation materials for use with writing and number/algebra. Same piece of writing across the cluster. Same number/algebra experiences and outcomes across the cluster. 	<ul style="list-style-type: none"> • 2017-18 cluster moderation materials. 	<ul style="list-style-type: none"> • 2 cluster CATs. 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Plan 2 cluster CATs where teachers plan lessons, teach, assess and evaluate, return to compare experience at cluster CAT 2. 	<ul style="list-style-type: none"> • CfE experiences and outcomes. 	<ul style="list-style-type: none"> • 2 cluster CATs. • Year team planning meetings. 	<ul style="list-style-type: none"> •

