

# Fernielea School

## School Improvement Plan 2023/24



Happy Safe Achieving

## School Improvement - High Level 3 Year Plan


Last year	Current year	Next year
<b>Q11.3 Leadership of Change</b>		
<p><b><u>ELC</u></b></p> <ul style="list-style-type: none"> <li>Create and enabling and inviting Outdoor learning environment</li> </ul> <p><b><u>School</u></b></p> <ul style="list-style-type: none"> <li>Implementing a skills focused approach across the school which supports learner leadership of learning and extends pupil voice</li> </ul>	<ul style="list-style-type: none"> <li><b>Developing play-based approach in P1-7 to extend and enrich learning indoors and outdoors</b></li> <li><b>Review of school aims</b></li> <li><b>Practitioner Enquiry</b></li> <li><b>Accessible School Improvement Plan</b></li> <li><b>Leadership at all levels</b></li> </ul>	<p><b>Review of Curriculum with all stakeholders</b></p> <p>Rationale</p> <p>Content</p>
<b>Q12.3 Learning, Teaching &amp; Assessment</b>		
<p><b>ELC</b></p> <ul style="list-style-type: none"> <li>Consistent and high quality level of observations of children's learning and development</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li><b>Learning and Teaching – improving quality of learning and teaching through focusing on moderation cycle</b></li> <li>Feedback</li> <li>questioning</li> <li>Differentiation to meet learner needs</li> <li><b>Developing play-based approach in P1 to extend and enrich learning at the early level</b></li> </ul>	<p><b><u>ELC</u></b></p> <p><b>Numeracy and Maths</b></p> <p><b><u>School</u></b></p> <p><b>High Quality Learning &amp; Teaching (School &amp; ASG level)</b></p> <ul style="list-style-type: none"> <li>Pedagogy – Shirley Clarke</li> <li>Questioning</li> <li>Feedback</li> </ul>	<p><b>Tracking Wider Achievement</b></p> <p>Pupil Profiling link with transitions</p>

Q13.1 Ensuring Wellbeing, Equality & Inclusion		
<ul style="list-style-type: none"> <li>• ELC -Universal and targeted support is fully embedded</li> </ul>	<p><b><u>School &amp; ELC</u></b></p> <p><b>Ensuring Wellbeing, Equity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• Protected characteristics</li> <li>• Increasing opportunities for pupils</li> <li>• Creating a nurturing and inclusive environment for learners (CIRCLE)</li> </ul> <p><b>Rights Respecting Schools</b></p> <p><b><u>School</u></b></p> <p><b>Pupil Voice</b></p> <p><b>Behaviour Management</b></p> <p><b>Health &amp; Wellbeing of Learners - RISE</b></p>	<p><b>Tracking wider achievement across the school</b></p> <p><b>Pupil Voice and Leadership</b></p>
Q13.2 Raising Attainment & Achievement		
<p><b><u>School</u></b></p> <p><b>Raising attainment in Numeracy and Literacy</b></p> <ul style="list-style-type: none"> <li>○ Reading (pedagogy across school and RWi in P1--&gt;2)</li> <li>○ Listening &amp; Talking – planning &amp; assessment</li> <li>○ Develop Maths pedagogy through the use of manipulatives P4-7</li> </ul> <p><b>ASG Level – transition with a Science focus</b></p>	<p><b><u>ELC</u></b></p> <p><b>Numeracy &amp; Maths</b></p> <p><b><u>School</u></b></p> <p><b>Raising Attainment in Numeracy and Literacy</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening &amp; Talking</li> <li>• Writing Across the curriculum – Science ASG</li> </ul>	<p><b><u>School</u></b></p> <p><b>Raising Attainment in Numeracy and Literacy</b></p> <ul style="list-style-type: none"> <li>• Spelling, grammar and writing</li> <li>• Reading culture</li> <li>• Maths – Number Talks/Mental calculations</li> </ul>

# Action Plan 1.3 Leadership of Change

Q1 – 1.3 Leadership of Change <span style="float: right;">RAG</span>					
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	
What do we hope to achieve?	How will we know this has been achieved?  <i>What evidence will we have?</i>	What do we need to do?		Who and what is required?  (including cost/fund)	
<p><u><b>Learning through play</b></u></p> <p><b>All staff have an improved level of knowledge and Understanding of the importance of play and the role the adults play in a play-based learning environment</b></p> <p><b>P1 -P3 learners have access to high quality play environment which enhances learning.</b></p> <p><b>P4-7 pupils have access to opportunities for exploration through play which enhances learning</b></p> <p><b>Learners have a say in how their learning is shaped through the implementation of play-based learning.</b></p>	<p>Staff will have an increased understanding of play-based approaches to play.</p> <p>Staff will provide enabling, continuous and flexible play learning environments for all pupils.</p> <p>Agreed approaches to planning, observation and assessment of learning in a play-based environment will be established.</p> <p>Learning engagement will be improved</p> <p>Learners have been consulted about the implementation of play-based learning.</p> <p>Parents have an understanding of play-based learning and how it is being implemented in our school over the next 2 years.</p> <p>Planning and assessment formats are in place and can be used by all staff to plan, and assess high quality learning through play-based learning.</p>	<p>Staff understanding of pedagogy of play and the role of the adult in providing an engaging, flexible and continuous provision of play.</p> <p>Focus areas:</p> <ul style="list-style-type: none"> <li>• Pedagogy – theory, approaches, key principles of play</li> <li>• Environment – continuous, flexible, enabling spaces (indoors and outdoors)</li> <li>• Resources – open-ended, provocations, relevant, engaging (zoning?)</li> <li>• Role of the Adult – Interactions, extension of learning, observations, parents, support staff</li> <li>• Planning and assessment – prior learning, formats, next steps, child-led</li> <li>• Rational – what does it look like at Fernielea?</li> <li>• Policy – how will it be implemented?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>- <a href="#">Toolbox Ed Scotland</a></li> <li>- Greg Botrill – 3 Ms and 3 secret Ms</li> <li>- Anna Ephgrave</li> <li>- <a href="#">Realising the Ambition</a></li> <li>- Froebel CPD</li> <li>- <a href="#">CfE</a></li> <li>- <a href="#">HGIOELC</a></li> <li>- <a href="#">HGIOS4?</a> And <a href="#">correlation doc</a></li> <li>- <a href="#">HGIOURS</a></li> </ul> <p>Sharing Practice - Visits to other settings</p> <p>Parent sessions – class based, small, group, outdoors and large group information session.</p> <p>Planning formats created, tested and evaluated over the course of the year with manageability, useability and relevance of data/information considered</p>	<p>Feb 2024</p> <p>May 2024</p> <p>June 2024</p> <p>June 2024</p>	<p>PT and HT</p> <p>Inservice Day 2 and 3</p> <p>And Working Party 6 hours</p> <p>PT and HT</p>	

	Rational and guidance for the play-based approach at Fernielea are created over the course of the session to inform future practices.	Rationale and guidance created to reflect the play-based approach in Fernielea and align with the Learning & Teaching Standard.	June 2024	PT and HT and staff (working party)	
<b><u>Practitioner Enquiry</u></b> All teaching staff have engaged in practitioner enquiry to implement improvements and evaluate tests of change	All teaching staff have completed a small scale practitioner enquiry which has a focus on learning in their class.  Teachers have current knowledge and understanding of learning through professional reading and enquiry.  Teachers have experience of carrying out practitioner enquiry based in their own class	Using GTCS resources relating to professional enquiry, staff will complete a small scale practitioner enquiry linked to professional learning.	June 2024	Inservice Day 2  - 1 hour  WTA hours for Professional Enquiry – 9 hours	
<b><u>School Aims Review</u></b> The school community have clear school aims that reflect the school's vision and it is clearly communicated to all in the community	Aims are current, relevant and clear for all in the school community.	AIMS  Review the aims with pupils and parents/families  <ul style="list-style-type: none"> <li>- questionnaire for parents – share findings with community</li> <li>- Review aims with staff and classes</li> <li>- Recreate the aims based on feedback and pupils to create child/family friendly version to be shared widely.</li> <li>- Ensure that they are known and visible throughout the school</li> <li>- Ensure that reviewed rationale reflects our aims</li> </ul>	December 2024	Parents Night Questionnaire Sept 2023  Supported sessions with younger class supported by older class x 4  Led by HT Pupil Council	
<b><u>Accessible School Improvement Plan</u></b> The school Improvement Plan is clear and accessible to the whole school community. Progress is reported clearly and understood by stakeholders	The School Improvement Plan (SIP) is in a child/family friend version  SIP is accessible to all partners, families, learners, community	Pupil Council to work with DHT 1 to create a Family friendly and accessible version of the School Improvement Plan (SIP)  Staff to be fully involved in the progress of the SIP  Pupil Improvement Groups will be in classes and will focus on aspects of the SIP across the year.	June 2024	Pupil Council meetings x 3 led by DHT 1  Pupil Improvement groups once a week - all teachers  Progress shared via Pupil Improvement group walls	

<p><b><u>Leadership at all levels</u></b></p> <p><b>Leadership is evident at all levels within the school.</b></p>	<p>Staff have leadership areas which they undertake as part of their professional responsibility in line with GTCS</p> <p>Pupils at all levels have opportunity to carry out leadership roles related to the life of the school and improvements</p>	<p>Staff will undertake a leadership area in pairs, supporting the school in the area that they are leading in ie reading, writing, numeracy, 1+2, Health and Wellbeing , Digital technologies, etc – link to pupil improvement groups</p> <p>Volunteer opportunities are provided for learners at all levels</p> <p>Ie Pupil council, improvement groups, pupil led clubs etc</p>	<p>Dec 2023</p> <p>Dec 2023</p>	<p>All staff</p> <p>All staff to support</p>	
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**Comments**

## Action Plan 2.3 Learning, Teaching and Assessment

Q1 – 2.3 Learning, Teaching & Assessment <span style="float: right;">RAG</span>					
Improvement Outcomes  What do we hope to achieve?	Measures of Success  How will we know this has been achieved?  <i>What evidence will we have?</i>	Actions Required  What do we need to do?	Timescales	Resources  Who and what is required?  (including cost/fund)	
<b>High Quality Learning and Teaching</b>  <b>High Quality teaching and learning is evident in all lessons and learning opportunities</b>	<p>Higher order questioning is embedded in almost all lessons observed</p> <p>Feedback is high quality and relates to the Success criteria and learning intentions and clearly supports the learner's next steps.</p>	<p>Shirley Clarke ASG programme</p> <p>4 sessions across the school year.</p> <ol style="list-style-type: none"> <li>1. Building a learning Culture for high pupil self-efficacy (the belief in your ability to achieve)</li> <li>2. Effective Talking and Questioning</li> <li>3. Knowledge, skills, learning intentions and co-constructed success criteria</li> <li>4. Feedback</li> </ol> <p>Reflection sessions will take place after each session and next steps created for all teaching staff</p> <p>QA Observations, focus groups and monitoring will focus on 2.3 and the key areas developed last year – SC &amp; LT and the new areas developing this year.</p> <p>Staff to be familiar with the Fernielea School Learning &amp; Teaching policy and the Aberdeen City Council Learning and Teaching Standard.</p>	<p>26/9/23</p> <p>15/11/23</p> <p>23/1/24</p> <p>27/3/24</p> <p>All year</p> <p>Dec 2023</p>	<p>£1000 per school</p> <p>Online sessions</p> <p>QA format and QA calendar ACC</p> <p>QA visits Term 2 and Term 4</p> <p>SLT classroom visits Terms 2, 3 and 4</p>	
Comments					

## Action Plan 3.1 Ensuring Wellbeing, Equity and Inclusion

Q1 – 3.1 Ensuring Wellbeing, Equality & Inclusion <span style="float: right;">RAG</span>					
Improvement Outcomes  What do we hope to achieve?	Measures of Success  How will we know this has been achieved?  <i>What evidence will we have?</i>	Actions Required  What do we need to do?	Timescales	Resources  Who and what is required?  (including cost/fund)	
<b><u>Inclusion – accessibility</u></b>  <b>All learning areas within Fernielea are accessible to all pupils and support high quality learning to ensure the best outcomes for all.</b>	<p>Evaluations of areas are consistently at level 4 using the CIRCLE Inclusivity Scale as a tool.</p> <p>Learners are demonstrating higher levels of engagement</p> <p>Learners are showing greater levels of independence in their learning.</p>	<p>CIRCLE</p> <p>Universal offer – Boost boxes, new staff, self evaluation, revisit policy and evaluate where we are now and what is needed.</p> <p>Support 1;1 for staff on how to ensure that all learning areas provide universal access.</p> <p>All learning areas considered ie library, music room, gym, corridor spaces</p> <p>Data gathered to support staff in evaluating learning spaces.</p>	<p>June 2024</p>	<p>Purchase of items to support the creation of boost boxes (PEF) HT</p> <p>DHT2</p> <p>All staff</p> <p>DHT2</p>	
<b><u>Pupil Voice – HWB</u></b>  <b>Learners have a voice in relation to their health and wellbeing which enables the most suitable supports are in place to address key themes arising.</b>	<p>All staff are aware of themes emerging in relation to health and wellbeing ie body image</p> <p>Learners feel listened to and that they have a voice and safe space to share</p>	<p>SHANARRI evaluation 2 times a year – P1-3 as a class. P4-7 individually SLT to implement to model.</p> <p>Include CP awareness as part of the SAFE evaluation.</p> <p>Trial of Being Me programme for P5 and P6 learners supporting positive body image – partnership with Sport Aberdeen</p>	<p>Term 2 and Term 4</p> <p>Term 3 P5</p> <p>Term 4 P6</p>	<p>SLT</p> <p>SLT</p> <p>HT and P5 and P6 teachers</p> <p>Being Me Programme – Active Schools Assistants</p>	



QI – 3.1 Ensuring Wellbeing, Equality & Inclusion					RAG
Improvement Outcomes  What do we hope to achieve?	Measures of Success  How will we know this has been achieved?  <i>What evidence will we have?</i>	Actions Required  What do we need to do?	Timescales	Resources  Who and what is required? (including cost/fund)	
<u><b>Behaviour Management</b></u>  <b>A calm, positive ethos is evident in the school which supports a positive learning environment.</b>	<p>Children are engaged in learning, polite and caring towards others</p> <p>Staff and learners have the tools to address issues should they arise</p> <p>All relationships are positive and supportive</p>	<p>Behaviour management</p> <ul style="list-style-type: none"> <li>- Teacherhead.com <a href="https://youtu.be/27V_g9dGFrU?si=VCbrUYW5TnEfOruK">https://youtu.be/27V_g9dGFrU?si=VCbrUYW5TnEfOruK</a></li> <li>- CPD sessions throughout the year. Self-evaluation and implementation of small changes based on this. Link to existing Relationship approaches.</li> <li>- Review current practices ie use of radios, and reinforce all expectations and routines – responsibility of all</li> </ul> <p>PLace2Be EP input – managing behaviours</p>	<p>Ongoing throughout the year</p> <p>January 2024</p>	<p>HT and teaching staff</p> <p>All staff</p> <p>All staff</p>	
<u><b>Inclusion, Equity and Equality</b></u>  <b>All children and staff feel included and informed. Barriers to learning are removed and all children make progress.</b>	<p>Children and staff are aware and demonstrate understanding of the rights of a child.</p> <p>Staff and children are informed about inclusion and equity and this is reflected in decisions, resources and actions within the school community.</p>	<p>RRS and Global Goals are evident throughout the school and shared with the families of our community ie seesaw, newsletters, communications, assemblies, policies and the rights and the global goals are interwoven into the curriculum.</p> <p>Staff engage with Professional learning opportunities to learn more about the protected characteristics.</p> <ul style="list-style-type: none"> <li>- GREC learning session for staff 1 hour</li> <li>- School assembly – GREC resources</li> <li>- Workshops for P4-7</li> <li>- Anti racism pledge in place for our school</li> <li>- Inclusive work carried out making use of anti bullying, anti racism and gender equality resources.</li> <li>- Support staff to engage with anti-bullying course online</li> <li>- All staff to complete gender equality programme via <a href="https://lgbteducation.scot/toolkit/">https://lgbteducation.scot/toolkit/</a></li> <li>- <a href="https://tie.scot/">https://tie.scot/</a> resources</li> <li>-</li> </ul> <p>Parent group to be established – run by parents for parents with clear aims and purpose to promote inclusion and support within our school community</p>	<p>June 2024</p> <p>June 2024</p> <p>October 2023</p>	<p>HT, SLT and staff</p> <p>HT</p> <p>SLT</p> <p>All staff</p> <p>SLT</p> <p>All staff</p> <p>DHT 2 Library</p> <p>At least one meeting per term</p>	

		- Guest speakers and supporters based on the needs of the group and the wider community.			
<b>Opportunity</b> All pupils have increased opportunities for learning and engaging in varied activities and sports that promote learning and wellbeing	All P4s will have engaged in learning opportunities which focus on development of skills in an adventure environment  All pupils will have access to sporting and non-sporting extra curricular activities based in our school community or ASG with no cost to them.	Work alongside ASG partners to implement a skills focused approach to learning in an adventure environment with Sport Aberdeen Partners for all P4 pupils.  All staff will run 4 hours of a club over the year with a variety of activities being offered to a wide range of age groups ie Activity club, football, singing, board game club  Senior pupils have volunteering opportunities to run clubs supported by P7 pupils (trained) and staff. Guide created with pupils on how to organize and run a club.	Completed by April 2024  DHT (ASN)  Completed by June 2024	Adventure Aberdeen ½ session per week funded by ASG partnership (DHT 2)  4 hours of WTA All staff (teaching)  One training session on running a club for pupils (HT)	
<b>Wellbeing</b> All learners have the correct supports in order to progress and achieve without wellbeing impacting negatively on this.	All staff have access to high quality CPD which supports them to support all learners in terms of Health & Wellbeing  Staff have a greater understanding of the strengths, areas of need and how to support learners.  Learners have more resilience and a positive approach to learning and difficult situations ie mindset.	All staff have access to CPD – RISE Ed Psychology programme (Online)  All staff to engage in the whole school, class, individual audits about learner strengths, areas for support  All staff to plan approaches based on training and planning for CPD resources.  Children have access to supports in line with RISE programme	June 2024	Feb Inservice Day 2  2 Development Times  Free Access to the RISE programme of learning for education staff  <a href="https://www.edpsyched.co.uk/rise">https://www.edpsyched.co.uk/rise</a>	
<b>Comments</b>					


## Action Plan 3.2 Raising Attainment

Q1 – 3.2 Raising Attainment & Achievement <span style="float: right;">RAG</span>					
Improvement Outcomes  What do we hope to achieve?	Measures of Success  How will we know this has been achieved?  <i>What evidence will we have?</i>	Actions Required  What do we need to do?	Timescales	Resources  Who and what is required?  (including cost/fund)	
<u><b>Read, Write, Inc</b></u>  <b>The introduction of Read Write Inc to P1-3 (P4 targeted pupils) will increase reading and writing levels to more than 75% in P1.</b>	<p>Almost all pupils in P1 make the expected progress in reading and writing.</p> <p>Targeted pupils in P4 are making progress in phonics and reading greater than previously made.</p>	<p>Resources created to support learning and delivery of RWInc</p> <p>Staff training to be carried out – online training made available to staff</p> <p>Staff meet to plan implementation of RWInc</p> <p>Delivery begins September 2023</p> <p>Initial assessments carried out and groups created.</p> <p>In-school support day Nov 2023 – RWInc rep to support</p> <p>Assessment and review pupil progress</p> <p>Oct/Nov, Dec, Feb, March, May, June</p> <p>Review progress of implementation and learners and plan next steps</p> <p>Parent information session Term 3</p> <p>Review the implementation of RWInc and plan any future supports required.</p>	<p>September 2023</p> <p>Sept 2023</p> <p>Sept 2023</p> <p>Sept 2023</p> <p>Nov 2023</p> <p>Nov 2023 &amp; Feb 2024</p>	<p>DHT 1</p> <p>Online resources</p> <p>Card, folders, paper, storage etc</p> <p>6 groups /6 spaces</p> <p>DHT1</p>	
<u><b>Literacy</b></u>  <b>Tracking of progress in literacy is robust and supports planning for progress for all learners</b>	<p>Literacy trackers are used to support professional judgments and support assessment of progress.</p>	<p>Literacy trackers are used by teachers as part of a trial with a view to expanding their use in Maths and Numeracy next session.</p> <p>Target learner to be tracked and discussed in tracking meetings to build confidence in discussing and making judgement on progress and next steps for the learners – literacy.</p>	<p>June 2024</p> <p>Nov 2023</p>	<p>Literacy trackers for each stage</p> <p>Format for target learner evidencing</p> <p>HT</p>	
<u><b>Writing</b></u>  <b>Standards of writing across the curriculum will improve</b>	<p>Evidence will show that standards of writing across the curriculum – specific focus of Science (ASG) will improve</p>	<p>ASG – moderation of a level – Science report writing (follow on from last session's ASG focus).</p> <p>Inservice Day – sharing of writing examples as an ASG in level groups.</p>	<p>Feb 2024</p>	<p>Inservice Day 3 Half day @ Countesswells</p>	



# Action Plan -ELC

ELC Only AD in play <span style="float: right;">RAG</span>					
Improvement Outcomes  What do we hope to achieve?	Measures of Success  How will we know this has been achieved?  <i>What evidence will we have?</i>	Actions Required  What do we need to do?	Timescales	Resources  Who and what is required?  (including cost/fund)	
<b>Focus 1 -Nurture 3.1</b>  <b>Create a nurturing environment where the needs of all children can be met successfully.</b>	<p>Monitoring and evaluating of environment will show a nurturing environment with an ethos to get it right for every child. Documentation will show that Children will settle in well, bonding with their key workers. Parent questionnaires will show that Families will feel welcomed and part of a larger community.</p> <p><b>RTA 3.1</b> - Monitoring of staff interactions will show consistent nurturing responses and child specific strategies used by staff including communication strategies.</p>	<ul style="list-style-type: none"> <li>• New personal plans are created &amp; updated</li> <li>• Audit of nurture spaces and resources in nursery rooms / available space to <b>RTA 3.1</b>.</li> <li>• Seek staff views then plan for and create a dedicated nurture space in our corridor area to reflect the needs of our children and allow for key group times. Wall display to be created to show journey.</li> <li>• Create wellbeing check ins as part of daily routine</li> <li>• Monitor children's use of the nurture space.</li> <li>• Seek all stake holders views on the new space / resources.</li> <li>• Evaluate and adapt as needed</li> <li>• Communication – Assess the communication needs of the children including those who are EAL and those who have an additional need.</li> <li>• Makaton training for all staff</li> <li>• Makaton embedded in the environment</li> <li>• Makaton used in daily routine</li> </ul>	<p>August 2023 – June 2024</p>	<p>People SEYP's PT All other staff. Families and children</p> <p>Documentation HGIOELC A Quality Framework for daycare of children. Realising the Ambition: Being Me Health and Care Standards</p> <p>Cost Source relevant resources Seek funding options e.g. grants related to nurture fundraising</p>	
<b>Focus 2 – Music 3.3, 2.3</b>  <b>Expand opportunities for children to experience and be creative with music on a daily basis.</b>	<p>Resources such as musical instruments, nursery rhymes, dancing tutorials and dress up to support musical interests will be evident within the indoor and</p>	<ul style="list-style-type: none"> <li>• Audit current indoor and outdoor environment related to Music using guidance from Care Inspectorate - Our Creative Journey and Planning in the Moment.</li> <li>• Seek views of all stakeholders on how we could develop music in the indoors and outdoors spaces.</li> </ul>	<p>August 23- June 2024</p>	<p>People SEYP's PT All other staff. Families and children</p> <p><b>Documentation</b></p>	

	<p>outdoor environment and embedded into the nursery routine.</p> <p>Staff will be familiar with and utilise their knowledge and skills related to music to establish good relationships with the children engaging them in all forms of learning through music.</p> <p>Monitoring of children's engagement will show high levels of engagement and learning in all musical related activities and areas.</p>	<ul style="list-style-type: none"> <li>Plan and create a dedicated music space / resource stock</li> <li>Arrange weekly routine visits to the music room</li> <li>All staff to attend training related to learning through music.</li> </ul>		<p>Curriculum for Excellence HGIOELC A Quality Framework for daycare of children. Realising the Ambition: Being Me My Creative Journey Supporting Musical Development in the Early Years by L. Pound</p> <p><b>Cost</b> Training for staff Sourcing instruments</p>	
<p><b>Focus 3 - Numeracy 3.2</b></p> <p><b>To create an environment rich in opportunities to extend children's numeracy knowledge and skills.</b></p>	<p>Numeracy specific monitoring and tracking will show that all children have improved knowledge and skills in numeracy.</p> <p>Monitoring of staff interactions will show that staff are skilled in provoking and extending children's learning in numeracy using available resources.</p>	<ul style="list-style-type: none"> <li>Numeracy resources audit across the nursery</li> <li>Resources divided between rooms and a rotation created.</li> <li>SEYPS's to create Numeracy development chart</li> <li>Guidance from planning in the moment for numeracy outdoors</li> <li>Staff to attend training on numeracy rich environments</li> <li>Numeracy to be added to daily routine e.g. numbers songs at group time.</li> <li>SEYP's to visit other settings to see how they implement numeracy into their environment</li> <li>Digital technology to be used to access age / stage appropriate numeracy games and programmes e.g. number blocks</li> </ul> <p>Numeracy challenges sent home for families to explore with their children.</p>	<p>August 2023 – June 2024</p>	<p><b>People</b> SEYP's PT All other staff. Families and children</p> <p><b>Documentation</b> Curriculum for Excellence Realising the Ambition: Being Me Planning in the moment with young children Supporting Mathematical Development in the Early Years by L. Pound</p> <p><b>Cost</b> Training for staff Sourcing resources</p>	

## Maintenance Plan

Maintenance Plan – Please provide a high level overview of any maintenance work you will be undertaking to support the embedding of school improvement activity from previous years

### Q11.3 Leadership of Change

- Implementation/embed skills progression – evaluate and continue

### Q12.3 Learning, Teaching & Assessment

- Questioning: Use of HOTS within listening and Talking and reading to raise attainment.
- Maths – the use of manipulatives and concrete, pictorial, abstract approach to teaching Maths concepts P4-7
- SC and LI – continue to evaluate quality and effectiveness
- Evaluating the collaborative approaches to Maths planning and teaching P4-7

### Q13.1 Ensuring Wellbeing, Equality & Inclusion

- Continue to make use of SHANARRI strategy planners
- Continue to measure impact of interventions via referral system.

### Q13.2 Raising Attainment & Achievement

- Continue to upskill SLT on use of data
- Share skills progression with parents and families
- Reading – assessment – EARS assessments and reading challenges
- Raising attainment in Listening & Talking to more than 90% as a school average.