



Our School Improvement Report Summary, 2021-22

Priority 1

Promoting high quality learning, teaching and assessment

- **All teaching staff have begun engaging in a range of professional reading focussing on:**
 - The science of how children learn
 - Promoting a professional learning culture
 - High quality teaching and learning
 - This has led to a deeper understanding of learning process and teachers adopting new approaches within their classrooms to support memory and learning.
- **Learning Overviews have been introduced for Early Years and revised for 1st & 2nd Level**
 - These have resulted in more regular learning conversations regarding learning and a greater identification of what has been learned and next steps.
 - Most parents also expressed that these were useful in supporting understanding of children's progress in learning.
- **Technology has been used effectively to support and enhance learning: Teachers undertaking range of training opportunities and having the confidence to trial new approaches to enhance experiences for children.**
 - This has resulted in a number of positive experiences and outcomes for children:
 - Children being able to engage in video meets, receive direct teaching and be provided with feedback during lockdown, supporting learning as well as individual health and wellbeing.
 - Tech being used in school to offer creative learning opportunities such as podcasting, music creation and green-screen productions.
 - Children using video meets to learn with and from others on a local and global scale.

Priority 2

Increase staff, pupil and parent understanding of wellbeing, nurture and inclusion

- **Develop understanding of authority nurture frameworks and guidance**
 - All staff taking time to read through and discuss the nurture frameworks/guidance has provided a shared understanding of the nurture principles and the role of adults in providing nurture and inclusion.
- **Understanding , identifying and tracking**
 - Wellbeing week provided a great opportunity for children to be introduced to, and develop understanding, of each of the wellbeing indicators.
 - Children took ownership of these, identifying what each of the wellbeing indicators mean to them, including the children designing wellbeing characters who will support us during future learning regarding the wellbeing indicators.
 - All children within P1-P7 completing wellbeing webs has allowed us to track pupil wellbeing and respond to needs within the school.
- **Nurture Interventions have been introduced to meet individual learner needs**
 - Range of interventions, and systems for referral, help us to identify needs of children and offer tailored approaches for overcoming challenges.
 - Child evaluations provided evidence that these interventions had positive impact on children's health and wellbeing