



St Joseph's RC PS & ELCC

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2022/23



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Improvement Project 1: Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

Priorities

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

Curriculum and assessment

HGIOS/HGIOELC Quality Indicator:

2.3 Learning, teaching and assessment

HGIOURS Theme:

Our learning and teaching

Highland Council Priority:

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

GME Priority (for GME and Secondary):

Choose an item.

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>Time: staff time, parent time, pupil time, WTA collegiate time, in-service time and PDR time.</p> <p>Research</p> <p>Education Scotland QAMSO training programme</p> <p>HC led training on Improving Teacher Judgements</p> <p>HC Self Evaluation Tools</p> <p>SWEIC (South West Educational Improvement Collaborative) resource</p>	<p>Self-evaluation activities to understand baseline.</p> <p>Identify leadership role within school and ASG. Link with Attainment Depute post.</p> <p>Ongoing QAMSO networks</p> <p>Collegiate assessment and Moderation activities - sampling.</p> <p>Ongoing monitoring and evaluation.</p> <p>Consultation event</p> <p>Pupil Survey</p>	<p>Baseline surveys to gauge confidence</p> <p>Collegiate Tasks</p> <p>Assessment calendar</p> <p>Assessments</p> <p>Feedback surveys</p> <p>Vision Infographic</p> <p>Meeting minutes</p> <p>Jamboards</p> <p>Policy</p> <p>Year 1 evaluation against Challenge Questions against HGIOS4 and HGIOURS</p>	<p>Increased knowledge of Assessment and Moderation strategies.</p> <p>Impact on Pedagogy and use of High Quality Assessments.</p> <p>Able to identify in a clear plan - where we are now, where we want to get to and how we are going to do it.</p>	<p>Staff will have increased confidence in submitting ACEL judgements.</p> <p>ACEL will be clearly linked to both ongoing and standardised assessments.</p> <p>Moderation processes will be consistent across the school, ASG and LA.</p>	<p>Consistent judgements will be given based on an increased understanding of data.</p> <p>Benchmarks will be used as the tool to guide assessment and moderation discussions across the Authority.</p> <p>Attainment in both Literacy and Numeracy will increase.</p>

CONTEXT/CONDITIONS OF YOUR WORK

Some good practice already exists within the school regarding both informal and formal assessment practices; however, this is not consistent across the whole staff team. Time is planned throughout the year for Moderation to take place within the school setting but this needs to be scaled up to include ASG, Local Authority and beyond to ensure consistent judgements for Achievement of a Level. Account needs to be taken to mitigate impact of COVID absence on the success of the project. Use of Microsoft Teams PLC notebook should be used to support remote moderation process if face to face meetings cannot be facilitated. Effective use needs to be made of the latest QAMSO training programme (Cohort Feb 22) to ensure that High Quality assessments and opportunities for moderation become embedded.

In-Depth Action Plan				
Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Establish needs by gathering baseline information via teacher survey around confidence in giving informed ACEL judgements based on benchmarks.	SLT	June 2022	- survey	SLT to collate and share results to inform WTA and SIP.
2. Working time agreement discussed with time set aside for Moderation across school, ASG and wider.	All teaching staff Separate survey for ELC staff	June 2022		Finalised WTA to reflect time set aside for priority
3. INSET day to share the priority with Teaching Staff/ELC staff and time set aside to refresh understanding of the Moderation Cycle.	Teaching Staff EYP Team	15.08.22		Materials shared on staff Google classrooms
4. Collegiate session to work together on Assessment Calendar for the session both in classes and in ELC.	Teaching Staff EYP Team	22.08.2022 SDT wk beg 22.08.2022		SLT to collate feedback and share class and ELC Assessment calendar.
5. Training with staff with QAMSO lead around how to construct High Quality Assessments.	Teachers	29.08.22		In stages staff to construct their own HQA and share with other stages.
6. Staff moderate HQA against Education Scotland criteria to ensure that all areas area included in assessment. Feedback given to each other when moderating another stage.	Teachers	Sept 2022		SLT to monitor both teacher HQA and observations being carried out in ELC.
7. ELC staff – focusing on high quality observations and using these to track progress of individual learners.	ELC staff			
8. Parental engagement afternoon to share with parents the purpose of the HQA's and Pupil Profiles in ELC. Parental feedback sought as to how informative they find these and what further improvements could be made.	SLT	Sept 22	refreshments survey	SLT to host parent workshop (face to face if possible but online via Google Meet) Issue survey and collate results
9. ASG meeting to discuss upcoming Moderation event – Writing across all schools in ASG. Staff to be put into level groups. Online use of PLC notebook to facilitate meetings.	SLT	SEPT/Nov/ March/May		ASG plan in place to include 4 sessions throughout the year.
10. Pre meet to share with all SLT's how to construct PLC notebook for event				
11. ASG Moderation Event – led by QAMSOs in each ASG. All teaching staff put into Level groups.	Teachers and ELC staff	Sept INSET/Nov March/May		SLT facilitating sessions, capturing feedback, what is going well, any issues etc.
12. ELC staff also to have their own group				



13. Attainment meetings across classes and ELC. Focus on language of learning, benchmarking when looking at progression of and through a level.	Teaching Staff EYP Team	X4 (Sep/Oct/Nov/ Dec)		SLT ensuring that relevant data is being collected and trackers are being updated. Using 'Big questions' to track the progress and to predict who is on track/not on track and interventions needed.
14. Collegiate session - Create assessment and moderation policy through consultation with all stakeholders. 15. Surveys/Jamboards/Padlet/HGIOS/HGIOELC/HGIOURS	All staff	Nov 22		Comments collated and draft policy put out for consultation.
16. Survey pupils to see how effectively they can talk about not just their learning but the progress they are making and next steps needed.	SLT Teaching staff Pupils	Dec 2022		HGIOURS used in survey form to capture children's understanding of their learning.
17. Staff to bring samples of pieces of work/assessment information that they feel supports ACEL and discuss with other members of staff. Rubrix/benchmarks used to highlight key areas represented. 18. Session to inform Feb ACEL predictions. 19. ELC staff to bring Profiles and Development overviews to Planning and attainment meeting to discuss with SLT. Use benchmarks to track progress of individuals.	SLT Teaching staff EYPs	Jan 2023		SLT to support discussions and help inform conversations where there is disagreement about whether evidence supports ACEL.
20. Staff to attend Local Authority Moderation event during Feb Inset (tbc)		Feb 2023		LA to collate staff views and share with individual schools Feedback will help to inform next steps.
21. Organise a 'Sharing of Learning' event so that parents can come into school to view pupil work/HQAs and see progress made. 22. ELC to have session in the nursery	Parents/Families Staff pupils	19.05.2023		Parental feedback gathered at event via post its and via jam boards for anyone who can't attend.
23. Survey teachers/ELC staff again to see if understanding and confidence has improved. Part of PRD process using Coaching wheels.		Termly meetings		Teacher feedback gathered to inform next steps.

Evaluation:

- To what extent do we have a shared understanding of what effective Assessment and Moderation is?
- Do we ensure that a quality body of evidence is used to support assessment judgements and decisions about next steps?
- Have we embedded Tracking and monitoring tools to ensure that they are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after?
- Have we ensured that our processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching?

Year 1:**Year 2:****Year 3:****Evidence:**

Baseline Survey June 2022
 Collegiate Tasks
 Consultation Feedback during workshops and Learning Afternoons
 Minutes of Meetings
 PRDs
 Jamboards/Google Docs surveys
 Year 1 evaluation against Challenge Questions HGIOS/HGIOELC and HGIOURS

Year 2 plan
 Year 3 plan

Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)



Improvement Project 2: Extending links in our community of faith and learning.

Purpose: Last year, we worked to recover Sacramental preparations missed due to the pandemic. This year we intend to extend our Faith Community links further to include another Parish in Fortwilliam and to deliver the Laudato Si' Schools Programme.

Priorities

NIF Priority:
Improvement in children and young people's health and wellbeing
NIF Driver:
School and ELC improvement

HGIOS/HGIOELC Quality Indicator:
1.3 Leadership of change
HGIOURS Theme:
Our school and community

Highland Council Priority:
We will maximise health and wellbeing for all children and young people to give them the best possible start in life

GME Priority (for GME and Secondary):
Choose an item.

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Whole School Staff Parish Members Clergy Laudato Si' Programme Material Laudato Si' Learning Festival – 2 staff members Masses Research SCIAF/MISSIO charity links St Columba's RC PS Assemblies Sacramental Preparation Resources	Termly Meetings with Clergy to set schedule of involvement Weekly class Masses Clergy Class Visits Garden prayers with clergy Staff training – Laudato Si' Laudato Si' Learning Festival Laudato Si' Assembly Laudato Si' Celebration Day Charity Fundraising events Visit and Celebration Day with St Columba's RC PS. Sharing practice with St. Columba's RC PS.	Clergy Visit Schedule Collegiate Calendar Laudato Si Learning Festival Resources Photographs: Google Classroom Wall displays Class topics Events scheduled for each term – photographs and pupil voice. Whole school Mass with St Columba's pupils and staff. Celebration lunch. Learning Council share practice with St. Columba's RC PS. Learning Council visit to St. Columba's RC PS.	Children will be familiar with all clergy members and participate in a full Faith experience in all classes. All staff and pupils will further their understanding and principles of the Laudato Si' Programme. Children will be able to explain where this came from and the meaning behind it.	All children and staff will understand their role as part of a wider community of faith beyond the school. Laudato Si' will be a common part of our shared understanding and discussion within all classes and the Community. Children will be active in their role as Laudato Si' members.	We will grow spiritually and emotionally knowing we have support of the vast Faith community in which we are surrounded. Children who have rich learning experiences and take this with them on to further education and into adulthood. They will have an understanding and respect towards nature and our God given planet as well as understanding their role and responsibility in ensuring its protection and care.



Diocesan Carol Service	<p>Sacramental Preparations: Reinstatement of parental planning meetings and celebration events after Sacrament.</p> <p>Whole Carol recording – The Virgin Mary had a Baby Boy</p>	<p>Meeting Agendas and communication shared with parents.</p> <p>Photographs/Social Media/Recording</p> <p>Certificates</p> <p>Community Involvement</p>			
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CONTEXT/CONDITIONS OF YOUR WORK

We are in year 2

For example:

The beliefs we have about the program and the people involved, and the way we think the program will work. Assumptions underlie the decisions we make. Assumptions are principles, beliefs, and ideas about • Problem/ situation • Resources/ staff • Way the program will operate • Knowledge/research base • Participants: how they will learn, their behaviour, motivations, etc.

The environmental factors that influence a program's success. External factors may affect program implementation, participants and receipt of activities, the speed and degree to which change occurs, and staffing patterns or resources available e.g. New policy, COVID

In-Depth Action Plan 2

Implementation Process <i>(Actions – detail of how you aim to achieve the desired impact)</i>	By whom <i>(Use positions or group titles.)</i>	Time scale and Progress <i>(Be specific – do not use ongoing. Can traffic light to indicate status)</i>	Resources <i>(Any costs inserted here should be major spend relating to equipment or training)</i>	Monitoring <i>(This should state how and by whom and may related to particular desired outcomes or individual actions)</i>
Laudato Si' goals linked within planning and shared with pupils. Laudato Si' marker cards on class displays to highlight links.	Class teachers pupils	Term 1- Term 4	Planning paperwork Laudato Si' cards Local environment	Plans shared with SMT and evidenced in termly overviews. Laudato Si' linked to IDL topic planners.
Meetings with clergy at the beginning of each term to set dates for class Masses, garden prayers and class visits. Also to set dates for Sacraments and Sacramental Preparations.	Mrs Martin (RE Leader) Miss McMillan/Mrs Brown (Acting HT)	Week 1 or 2 of every term	Calendar of events scheduled and shared between school and Parish.	Mrs Martin or Senior Management to share information well ahead of time and distribute information to parents when required.

Class teachers prepare for Masses and Feast Days by organising readers, bidding prayers and practising in the Church. Altar servers are also prepared ahead of time. All children know the purpose of the celebration of the Mass to deepen their Faith learning. Mr Jack (Diocesan Music Lead) prepares children in advance of singing Hymns for Masses.	Class Teachers	Ongoing throughout the year	Readings/Hymns/Bidding Prayers/Weekly Music Timetable with Mr Jack	Mrs Martin prepares and distributes readings, prayers and hymns ahead of Masses and Feast Days.
Laudato Si' Introduction Staff Training – 28 th September 2022	Mrs Martin All Teaching Staff and SMT	September – November 2022	Laudato Si' Website. 'Learn, Act, Pray' resource cards. Mrs Martin.	In preparation for Laudato Si' Assembly and Laudato Si' Celebration Day, all classes will take an aspect of the programme to focus their learning using quotes as the 'hook.'
Laudato Si' Assembly, House Colours Day and Bake Sale (In aid of our Faith charity, Missio)	Mrs Martin, P7 pupils SMT	7 th October 2022	House Captains Planned fun activities throughout the day. Assembly presentation. Photographs as evidence.	SMT and RE Lead follow up meeting to evaluate and make plans for Laudato Si'.
Sign up to Laudato Si' Action Platform to register all actions in response to Pope Francis Encyclical to take our place on the global map.	Mrs Martin, SMT and staff	Term 2	Registration paperwork	Login details shared with staff.
Laudato Si' Learning Festival Cumbernauld	Mrs Martin and SMT to attend together	26 th October	Meeting peer Laudato Si' Schools. Presentations Agenda	Following the Festival, meet up to decide actions moving forward and agree responsibilities among staff.
Laudato Si' Celebration Day	SMT Staff	23 rd November 2022	Whole Staff Pupils Laudato Si' Learning Resources	Mrs Martin and SMT to set plans for the day using the inspiration from the Learning Festival.
Diocesan Carol Service Parish Carol Service	Mr Jack All staff All pupils	Term 2 Nov 18 th 2022 Dec 19 th 2022	Mr Jack to prepare and practise hymns with whole school ahead of recording on 18 th November. Whole school Preparation with clergy for Parish Carol Service	Families invited to attend whole school. Parish Carol Service in person once again. Carol Service Rehearsals Aberdeen Diocese Christmas Carol Service Recordings shared with school community. Photographs/Videos shared.
Following a unit of work SCIAF will visit to support learning linked to Laudato Si' and care for our common home.	Mrs Magee Eco-leaders Mrs Gut and Ms Syta	Term 3	SCIAF leaders SCIAF resources Medium Term Planning Pupil Voice	Communication with SCIAF, observations and feedback reflecting lesson context and pupil voice.



Visit to St. Columba's RC PS with Learning Council.	SMT and Learning Council	Term 3	Pupils Transport Pupil Voice survey Letters/videos/photos	Follow-up actions to be decided post visit.
Highland Council's 2027 commitment to being carbon neutral and living sustainably.	Eco-leaders Mrs Gut and Ms.Syta. Whole School	Term 3	Highland Council's letter and large poster. Pupil Voice	Pupil voice displayed and shared. Actions to be delivered to highland Council.
Eco-Leaders to develop action plan linked to Laudato Si' goals	Mrs Gut, Ms Syta and Eco-Leaders	Term 3/4	Eco schools and Laudato Si' folder.	Share completed action plan with the school and wider community.
Laudato Si' week requested by the Pope.	Whole School	Term 4	Laudato Si' folder Whole School	Whole school assembly to share learning. Laudato Si' learning displayed.
Extend Catholic links beyond Inverness: St Columba's RC Primary School, Fortwilliam, to visit for a celebration day and join us at St Joseph's.	SMT All staff and pupils Staff and pupil from St Columba's.	Term 4	Whole School Mass SMT meeting with HT of St Columba's. Lunch	Pupil Voice and Staff Voice to evaluate the 'Celebration Day.' Meet with Head teacher from St. Columba's to plan future events or links.
Missio Charity Events throughout year (one per term)	SMT Mrs Martin	ongoing	Whole School Families	Contributions to be celebrated and shared with the wider community.

Evaluation:

Are our community aware of the Laudato Si' principles and our action as a school?

In response to parent/carer feedback questionnaire and Learning Council videos, has our Laudato Si focus been understood?

Have our pupils connected with and benefitted from the experience of being leaders of learning working with St. Columba's RC Primary School?

Where are we on the 5-step process and what is out plan for year 3?

Evidence:

Feedback sheets completed and content shared.

Video footage shared on social media and blog

Pupil questionnaires analysed.

Parent Council updates.

Quotes and Goals evidenced using tracker and shared with SCES.

(List key sources of evidence - be specific; average attendance levels, baseline attainment information, survey results)

Key

Establishment/Cluster wide action

ELC based action

Primary based action

Secondary based action

School specific action (if cluster)

Improvement Project 3: Develop and embed Play Pedagogy in early and first level.

Purpose: Last year our Primary 1 learning environment was developed to include a Play Based approach to learning. Primary 2 worked together with Primary 1 in the afternoon, the nursery staff supported. This year, we intend to develop a Play Policy and learning plans for Play Based learning from nursery to Primary 3.

What issue is this addressing/rationale for change(brief statement)

Priorities

NIF Priority:

Placing the human rights and needs of every child and young person at the centre

NIF Driver:

School and ELC improvement

HGIOS/HGIOELC Quality Indicator:

2.2 Curriculum

HGIOURS Theme:

Our learning and teaching

Highland Council Priority:

We will ensure the highest quality of learning and teaching for each and every learner

GME Priority (for GME and Secondary):

Choose an item.

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>Whole School Staff</p> <p>Time: staff time, parent time, pupil time, WTA collegiate time, in-service time and PDR time.</p> <p>Drakies Primary School shared practice.</p> <p>Money: Outdoor Loose Parts storage</p> <p>Research</p> <p>HGIOUS4, HGIOURS and HGIOELC</p> <p>Materials</p> <p>Equipment</p>	<p>Identify leadership roles.</p> <p>Collegiate time for policy creation and evaluation</p> <p>Staff training</p> <p>Visit to Drakies Primary School and observe play and meet with teacher.</p> <p>Share practice with local ASG school.</p> <p>PSA Skills groups</p> <p>Extend Play progression planners for P2 and P3</p> <p>HQA through Play Pedagogy</p> <p>Create an evidence-based tracker</p>	<p>Play progression planners to be developed and used.</p> <p>Class timetables to reflect opportunities for Play Based Learning.</p> <p>Observations of pupil interactions recorded and shared systematically.</p> <p>Work towards develop a robust play, planning, assessment and tracking progression to be shared at transition meeting. This will be built on in the following year.</p> <p>Collegiate meeting and working party research/resources collated.</p>	<p>Daily/weekly play learning opportunities from nursery to P3.</p> <p>Working party to create St. Joseph's Play Policy.</p>	<p>Play Progression pathways will be in use and shared at class transition for Nursery and Primaries 1 to 3.</p> <p>Pupils to have the necessary skills to engage in learning activities within and out with the class setting.</p>	<p>To develop Play Based Learning Progression Pathways across all stages.</p> <p>For teachers to have the skills and resources to effectively plan, assess and facilitate play as a vehicle for successful learning.</p> <p>For our pupils to grow to be confident, resilient and be equipped with the skills to manage conflict.</p>

	Play sessions across stages. Stay and Play Nursery and Primary 1	Play Based Learning Sharepoint folder. Feedback from Parent/carers after stay and play workshop with Nursery and Primary 1. Nurture skills groups across stages. Moderate EAL profiles to inform the assessment of pupil confidence with spoken language in the class setting.			
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CONTEXT/CONDITIONS OF YOUR WORK

Last year, we were at the early stages of planning for play based learning across P1 and P2. This year we will work to embed and extend this provision to include all stages up to and including P3. Our P1 teacher last year began looking at developing a 'play progression' that allows for planning, assessment, and tracking. This will require further development this year to increase teacher confidence with using 'play' as an important and integral vehicle for successful learning. We have established a core group of staff who are developing a play policy and we have arranged for them to meet on a termly basis to update, revise and improve our 'play based pedagogy.' We plan to use play as part of our High Quality Assessment Tasks and Moderation. We will work towards ensuring 'play progression and trackers' are included as part of the class transition process to ensure further development and increase in skill and context.

In-Depth Action Plan 3

Implementation Process <i>(Actions – detail of how you aim to achieve the desired impact)</i>	By whom <i>(Use positions or group titles.)</i>	Time scale and Progress <i>(Be specific – do not use ongoing. Can traffic light to indicate status)</i>	Resources <i>(Any costs inserted here should be major spend relating to equipment or training)</i>	Monitoring <i>(This should state how and by whom and may related to particular desired outcomes or individual actions)</i>
Create a staff working group focusing on developing 'play based pedagogy' across Early and First levels.	SMT Staff	August 2022	Existing resources on server	Update progress on this improvement project termly.
Visit to Drakies Primary School to observe play in the class setting and share practice.	Primary 1 teachers	Term 2	Planning templates	Visit notes shared and take-away learning experiences implemented.

Nursery staff to support with 'play' learning theories and how to practically set up, manage and record systematic and purposeful observations.	Nursery Senior EYP Staff SMT	In term 3	Nursery existing resources and templates	Teacher knowledge, skill and confidence to build further. Termly updates and professional dialogue. (Discussion of development during PRD reflections – term 4)
Protected collegiate time to enable professional research, dialogue and co creation of play-based policy for St Joseph's.	SMT to assign collegiate time.	Termly opportunities for professional enquiry and collegiate research	In-Service Training Day September Term 3 Collegiate time	Termly updates and meetings with working party to share progress and set aims for following term.
EAL Profiling to be completed in term 4 (and term 1 for Primary 1) for class transition and to record additionality in skills and confidence.	P1, P2, P3 teachers	By June 2023	EAL Profile Alison Roy to advise and assist (EAL specialist)	SMT to assess progress across the year in response to increased play provision and opportunity.
Teaching staff to become familiar with existing play progression pathways and to develop and adapt these further to extend beyond P1 and P2. These progressions should be 'handed on' during transition to next class teacher to ensure consistency, development and progression of skills and contexts.	SMT Teaching Staff	By June 2023	Play progressions, assessments and trackers	SMT and working party to research other school's planning and assessment for play. HQA to be tailored to suit needs of a play-based curriculum in P1/2
Update, improve and expand play resources and spaces. Additional space to be created for our playground (library) Loose parts storage to be included in our playground with well organised resources that allow for easy retrieval and easy storage.	Staff PJ to build outdoor learning space	By June 2023	Learning space Storage Loose parts play resources School Fund PEF budget Ward Grant	Are classes accessing and using resources. Are teachers planning and timetabling for outdoor play opportunities with increased options for resources and spaces?
PSA Training to further develop skill set when working with children's mental health and wellbeing. Whole staff Increased understanding of 'trauma informed practice' and the attainment gap caused by children not achieving important social milestones through play at as early a stage as possible.	Whole school staff	By June 2023	4 sessions online for PSAs Inservice Day in February	Impact and self-evaluation as a result of training opportunities. Create next steps collegiately to move forward and develop our practices further.
Targeted nurture/skills play based groups to begin in term 2 and continue in terms 3 and 4. (Lego play sessions, cooking club, movement group, craft skills, board games) to provide opportunity for those who would benefit from time to talk, process and play.	PSAs SMT Class teachers Targeted pupil groups	By June 2023	PSA	PSA Evaluation Pupil Voice PSA time to plan, prepare for skill groups in afternoon.



Evaluation:		Evidence:		
<p>To what extent do we observe children with EAL engaging in play using spoken English to communicate effectively and confidently with peers?</p> <p>Are classes accessing and planning for play using new resources and outdoor space on a more frequent and routinely basis?</p> <p>Are we more able to use play as an effective learning opportunity through confident planning and robust assessment?</p> <p>Has 'play based' pedagogy led to increased readiness to learn and increased independence for pupils?</p>		<p>EAL Profiling Overviews</p> <p>Weekly Timetables</p> <p>Observation and Assessment Records reflect play situations and activities.</p> <p>SNSA Assessments/Teacher Evaluations and Judgement</p>		
Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

