January 2022 – Brief SQUIP Update

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| **Describe what needs to be done during term 3 and term 4** | **By whom** | **When?** | **How will we evaluate impact?**  **(Measurements of success)** |
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| 1. **Literacy**   **Share with all staff (including those who did not attend Building Vocabulary inset training) Powerpoint presentation saved on Mintlaw Cluster Teams space, “Building Vocabulary for Better Literacy”. Ensure staff know where to access practical vocabulary games.**  **Moderation meeting (internally) to discuss our agreed approach for developing/ enriching vocabulary – following this, share some detail with all families as part of Family Learning**  **Ensure all P1 staff update Emerging Literacy spreadsheets- January and May 2022, ready for transition- identify any interventions that may be required.**  **Cluster work- Continue to gather reading and writing data May 2022 showing those pupils who are- OT/ RS/EE/AP** | **All staff P1-7**  **Parents**  **V. W.** | **February 2022**  **May 2022**  **June 2022** | **Staff will have an agreed whole school approach to building vocabulary at each stage**  **Pupils will have increased sound and word knowledge to draw upon as they read and write**  **Staff will have an increased awareness of pupil performance in early phonological skills and be able to identify significant areas for intervention. Moving into P2.**  **Cluster HTs have an increased awareness of pupil performance making good use of local data**  **and can check for trends and identify areas requiring future attention.** |
| 1. **Numeracy**   **Cascade, to those members of staff who couldn’t attend the sessions ideas and examples from the sessions. Check resources, update when appropriate, ensure all staff know where to access resources.**  **Update colleagues with any new initiatives /examples of best practice as and when appropriate. Create virtual workshop for parents regarding The Mastery Approach.**  **Continue to identify assessment opportunities and add them to the School Assessment Policy. Continue to be aware of the whole cluster work on holistic type assessments.** | **Staff who attended sessions**  **F.I.**  **Parents**  **Teaching staff** | **By end of session**  **By end of session**  **By end of session** | **Increased confidence by staff to deliver STEM lessons. Increased experience of pupils.**  **Staff continue to be aware of The Mastery Approach. Parents have a better awareness of The Mastery Approach.**  **A more cohesive Assessment Policy for numeracy. Enhanced knowledge of where pupils are regarding numeracy.** |
| 1. **Covid Recovery – H & W inc. PASS**   **Gather available data from PASS into one spreadsheet to easily monitor children over time; seconded teacher to review and support as permitted?**  **Within Faculty Meeting time audit approaches/programmes used to support pupil wellbeing e.g. yoga, daily mile, etc.**  **By end of term 4, produce a statement on agreed approaches to supporting wellbeing; if any agreed approaches can be accessed from home, share these with families**  **SHANARRI (NEW)– Review tools to engage children in self-assessment of SHANARRI (In-Set) , focus weeks over terms 3 and 4 to look at each indicator** | **HT – data**  **All teachers – audit of approaches**  **SLT – statement of agreed approaches**  **All staff – indicators**  **Parents** | **By June 2022** | **Staff can easily access PASS data to check trends**  **Staff have a set of guidance on agreed school approaches to Wellbeing as part of H & W programme**  **Pupil have an increased understating of SHANARRI indicators and can (age-appropriately) self-assess using these** |
| 1. **Learning, Teaching and Assessment**   **Cluster Collegiate – review staff evaluations from L & T Nov In-Set days; Feb In-Set – half day to progress understanding of HQA and work in partnership with University to introduce research on ‘retrieval practice’; update on Council-wide policy development**  **Prim-Sec Cluster Collegiate meeting (re-scheduled from term 2) to look at data and trends**  **Term 4 – re-visit school’s L & T policy with staff and identify gaps (aligned with authority policy)** | **All teaching staff**  **University Staff**  **Secondary Teaching staff** |  | **Increased staff confidence in High Quality Assessment and of ‘retrieval practice’**  **Increased awareness of pupil performance making good use of local data**  **Revised School policy reflecting local and council work** |
| 1. **Nursery**   Continue to share short-term planning with parents at beginning of term.  Feedback collated end of term. Photographs sent home through Marvellous Me throughout term, not only when Focus Child. Parents engaging through ‘thumbs up’ feature.  Continue to monitor individual children’s progress through tracking tools, highland literacy overviews and numeracy/mathematic learning progressions.  Continue with regular phone calls to parents informing of individual child’s progress.  Signed up to Hygge in the Early Years Accreditation – looking at enabling environments and staff wellbeing (up to 2-year time frame for completion).  Increasing levels of practitioner confidence in holding learning conversations with both colleagues and families. | **All Nursery staff and parents** | **Ongoing** | Seeing families as partners through collaborative approach to gathering and planning for next steps in child’s learning and development.  Sustaining an enabling environment, retaining high levels of engagement and interaction.  High quality staff interactions with children and families. |
| 1. **NEW – RRSA SILVER AWARD**   Cover the Unicef Articles of the Week as a whole school, linking to assemblies where possible.  Complete Parent, pupil and staff questionnaires.  Continue working through the Unicef OutRight monthly activities.  Collect evidence from each class/whole school activities. | All Staff  Pupils  Parents | June ‘22 | Gaining re-accreditation of Silver Award  Children becoming confident when discussing their Rights. |