



# **North Walls Community School.**

**Standards and Quality Report**

**2021-22**

and

**School Improvement Plan**

**2022-23.**

## Contents

Standards and Quality Report 2021-22.....	3
School improvement priority 1 .....	4
School improvement priority 2 .....	5
School improvement priority 3 .....	6
School improvement priority 4 .....	7
Nursery improvement priority 1 .....	8
Nursery improvement priority 2.....	9
School & Early Learning and Childcare Improvement Plan 2022-23. ....	11
School improvement priority 1: .....	12
School improvement priority 2: .....	14
School improvement priority 3: .....	15
Improvement priority 1: .....	16
Improvement priority 2: .....	17
Improvement priority 3: .....	18

## Standards and Quality Report 2021-22.

### The context of the school:

North Walls Community School is a primary school which serves the island of Hoy. The local community is very supportive of the school. We enjoy an active Parent Council. The school roll for 2021-22 was Nursery: 5 pupils, Class One (P1 – 4) 11 pupils, Class Two (P5 – 7) 8 pupils. Support for learning was managed by the Headteacher and carried out by class teacher, learning support teacher and school assistant. There has been a change in leadership of the school, with an Acting Headteacher in post from February 2022.

#### Vision:

Believe to Achieve.

#### Values:

Safe, included and happy.

Mindful learning.

Achievement for all.

Responsibility and resilience.

Teamwork and trust.

Creativity.

#### Aims:

We aim to support our pupils to develop the knowledge, skills and attributes they will need to do well in life, in learning and in the workplace.

#### Curriculum Rationale:

We want the children in our school to be literate and numerate, experience a broad range of learning opportunities across the curriculum, experience successes and achieve aspirations, show respect, tolerance and care for others, take an active role in the schools' community, understand Orkney's unique location, culture and history to promote a sense of worth, develop a variety of skills to meet the ever-changing demands of learning, life and work and make positive life choices.

## How successful were our improvements - progress made with the priorities from our 2021-22 school improvement plan?

### School improvement priority 1:

Excellence through raising attainment and achieving equity. Improve the use of assessment information and target setting so that pupils know what they have to do to improve and parents are more able to support learning.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<ul style="list-style-type: none"> <li>As a result of Quality Assurance &amp; Moderation Officer (QAMSO) training teachers will develop a better understanding of standards in reading, writing and numeracy.</li> <li>All pupils will know next learning steps in reading, writing and numeracy.</li> <li>Greater parental confidence about pupils' progress and parents are more able to support pupils in achieving next steps.</li> </ul>	<ul style="list-style-type: none"> <li>1 teacher undertook QAMSO training.</li> <li>SOFAs introduced in P2, 3, 5, &amp; 6</li> <li>Collegiate planning and assessment opportunities increased.</li> <li>Centralisation of data/use of OTT to track progress.</li> <li>Use of Accelerated Reader (AR) to monitor progress, create performance outcomes &amp; track against outcome.</li> <li>Tracking of individual progress (literacy &amp; numeracy)</li> </ul>	<ul style="list-style-type: none"> <li>Comparing Scottish Online Formative Assessment (SOFA) to Scottish National Standardised Assessment (SNSA) attainment bands has identified children on track/below/exceeding expected progress.</li> <li>More frequent use of AR has identified learners who require intervention in order to ensure progress is maintained.</li> <li>Tracking has allowed teachers to be more individualised in their teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Refine tracking</li> <li>Use Orkney Tracking Toolkit (OTT) to set pupil achievement goals in numeracy and literacy. Share these with parents and learners.</li> <li>Engage parents through workshops on how to help children develop and progress.</li> <li>Plan moderated writing assessments to take place termly. Share these with parents.</li> <li>Improve quality of feedback/marking to maximise impact on learner.</li> <li>Re-examine current tracking tools for literacy and numeracy, ensure &amp; collegiate usage.</li> <li>Set pupils clear targets for improvement, long and short term.</li> </ul> <p><b>This priority will be continued 2022/23</b></p>

## School improvement priority 2:

Excellence through raising attainment and achieving equity. Improve attainment for targeted learners.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<ul style="list-style-type: none"><li>Reading ages of targeted learners will improve by July 2022.</li></ul>	<ul style="list-style-type: none"><li>Targeted pupils read daily/3-4 times per week.</li><li>Some pupils read AR reader twice before assessment.</li><li>SfL teacher in Term 1 taught vocabulary, thinking &amp; comprehension skills.</li></ul>	<p>Over a period of 8 months the average progress was 6.6 months. This figure was clearly distorted by a small number of learners.</p>	<ul style="list-style-type: none"><li><b>Whole school literacy (reading emphasis) forms a key feature of the SIP for 2022/23.</b></li></ul>

### School improvement priority 3:

Excellence through raising attainment and achieving equity through quality of teaching, learning and assessment.

<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
<ul style="list-style-type: none"><li>All learners will demonstrate in their learning and in their use of metacognitive talk, and shared language across the school, that they are able to use metacognitive strategies to plan, monitor and evaluate their learning and improve progress.</li></ul>	<ul style="list-style-type: none"><li>The success of this initiative was affected by staff absence and maternity leave.</li></ul>	<ul style="list-style-type: none"><li>None as yet.</li></ul>	<ul style="list-style-type: none"><li>Mindful Learning is one of the school values.</li><li>Metacognition is viewed as an important aspect and will be revisited as a priority in the SIP2023/24. This is in line with key staff returning to school and leading the initiative again.</li></ul>

## School improvement priority 4:

Excellence through raising attainment and achieving equity. We aim to ensure that children in P5/7 make expected progress or better in reading, writing, talking & listening and numeracy.

<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
<ul style="list-style-type: none"><li>All P5/7 pupils will make expected or better progress.</li></ul>	<ul style="list-style-type: none"><li>Increased main class teacher contact to 4 days/week Aug to Jan (0.8).</li><li>Main class teacher appointed Acting Head in Feb, class contact (0.7).</li><li>Management cover April – June (0.3).</li><li>Use of SNSA/SOFA data to monitor progress.</li><li>Use of OTT to measure progress.</li><li>Responsive planning to individual needs.</li></ul>	<p>Of P5/7 pupils using data from SNSA/SOFAs:</p> <ul style="list-style-type: none"><li>80% working at or above appropriate expected standard.</li><li>20% working below expected standard.</li><li>20% working below expected standard made most progress in reading, +15 months (in 8 months).</li></ul>	<ul style="list-style-type: none"><li>Pupil's progress will be monitored closer using data.</li><li>Pupils will be set targets which will reflect expected/better than progress.</li></ul>

## Nursery improvement priority 1:

Excellence through raising attainment and achieving equity. Raising progress through outdoor play.

<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
<ul style="list-style-type: none"><li>• All children will be engaged and motivated to learn through outdoor play.</li><li>• Outdoor learning experiences will connect our children with the outdoor world and offer opportunities for personal and learning skills in areas significant to literacy, numeracy and health &amp; wellbeing.</li><li>• Planned outdoor learning supports the holistic development and progress across all levels.</li></ul>	<ul style="list-style-type: none"><li>• Funding acquired and building of scrap store facility, sandpit and store shed.</li><li>• New outdoor suits purchased.</li><li>• Kate Hookham outdoor learning training.</li><li>• Weekly gardening sessions with school technician.</li></ul>	<ul style="list-style-type: none"><li>• A risk benefit approach is adopted at all times to ensure that children have the freedom to explore and safely manage risk during play.</li><li>• Learning to manage risk, build on physical and cognitive development, supportive social skills and developing appreciation for nature and the environment.</li></ul>	<ul style="list-style-type: none"><li>• Development of Forest School site.</li><li>• Expansion of scrap store for personal choice and development.</li><li>• Training for staff on Outdoor Learning.</li><li>• Need to maximise opportunities for outdoor learning at all times.</li></ul>



## Nursery improvement priority 2:

Excellence through raising attainment and achieving equity. We make high quality observations which influence our planning and demonstrate clear progression in learning.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<ul style="list-style-type: none"> <li>We make high quality observations which influence our planning and demonstrate clear progression in learning.</li> </ul>	<p>Observations:</p> <ul style="list-style-type: none"> <li>We evaluated the peedie notes and learning stories which were being recorded to reflect on the quality.</li> <li>We audited the learning folders to see if we could identify progression.</li> <li>These both indicated that our observations needed to change, become more targeted and learning focused.</li> <li>Input from KM on observations.</li> <li>We reduced the quantity of observations we were making – focus on quality not quantity.</li> <li>We have since evaluated and amended our planning system to ensure our observations influence our planning. This is an ongoing development for next session.</li> </ul> <p>Brainstorming:</p> <ul style="list-style-type: none"> <li>RTA session on intentional and responsive planning delivered by KM over In Service to ET and CT.</li> <li>Reviewed Inspirations, provocations, experiences and spaces (RtA session with KM).</li> </ul> <p>Planning:</p>	<ul style="list-style-type: none"> <li>We are better able to track learning and progression, folders are more focused.</li> <li>We understand our children better as learners.</li> <li>Experiences are more child led as we are aware of the needs of the children.</li> <li>The environment is influenced by the children’s interests.</li> <li>The spaces change and adapt as the children’s needs determine.</li> <li>EYPs feel more confident to develop spaces, provocations, and inspirations in the setting.</li> <li>Planning is becoming more reflective of children’s needs, interests, what they need to extend their learning.</li> <li>EYPs are more familiar with good practice guide Realising the Ambition.</li> <li>New planning systems are being embedded into practice.</li> <li>EYPs are becoming more reflective of these systems.</li> <li>Changes are recorded in self-evaluation floorbook.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop other elements of the planning cycle and embed new systems (QA monitoring tool).</li> <li>Continual auditing to ensure our observations remain high quality, focused and targeted. (QA monitoring tool).</li> <li>Monitor learning folders twice annually to ensure progression is visible. (QA monitoring tool).</li> <li>Continue to monitor planning system to ensure a range of influences and a balance of intentional and responsive planning (QA Monitoring tool).</li> </ul> <p>These will act as a follow up self-evaluation focuses rather than improvement priority.</p> <p>We do appreciate that we need establish the new system, practice it, and embed it into the ongoing work of the practitioners. It will be closely monitored to keep it moving forward and to support EYPs in keeping on track.</p>

	<ul style="list-style-type: none"><li>• Reflected on effectiveness of the planning system and established this was not focussed enough and did not always take account of the range of influences available to us.</li><li>• KM delivered in-service training using Realising The Ambition.</li><li>• Visit to Burray to see planning system in practice.</li><li>• Revamped planning in North Walls using Burray system and information.</li></ul>		
--	---	--	--

## School & Early Learning and Childcare Improvement Plan 2022-23.

### Summary of key improvement priorities for 2022-23:

<b>School priority 1:</b>	To improve attainment in listening and talking in the BGE.
<b>School priority 2:</b>	Improve the use of assessment information and target setting so that pupils know what they have to do to improve and parents are more able to support learning.
<b>School priority 3:</b>	To improve sustained growth in reading levels.
<b>ELC priority 1:</b>	To provide Nursery parents with activities where child & parent can learn together.
<b>ELC priority 2:</b>	To raise progress through outdoor play.
<b>ELC priority 3:</b>	To improve attainment in listening and talking in the BGE.

### How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at staff meetings.
- Surveys (learners and parent/carer & staff).
- Learning and teaching observations.
- Data analysis (using the BGE toolkit and securing children's progress tracking tool).
- Self-evaluation using HGIOS?4, HGIOURS? HGIOELC?

## School improvement priority 1:

To improve attainment in listening and talking in the BGE.

Data/evidence that informs this priority: In December 2019, the published ACEL showed that Orkney was the lowest attaining authority in Scotland. The underlying cause of this is based in TPJ and the assessment and moderation process. The current evidence for listening and talking across the authority shows that there is still a lack planned assessment within learning and teaching and therefore evidence to determine the levels that learners achieve in the BGE.

**2019 LA targets: P1 – 89%; P4 - 87%; P7 – 88%; P1,4,7 combined 88% and S3 – 3<sup>rd</sup> 93% and 4<sup>th</sup> 59%.**

**2021 LA results: P1 – 85%; P4 – 81%; P7 – 87%; P1,4,7 combined 84% and S3 – no data.**

**2021 number of schools reaching LA targets: P1 – 53%; P4 – 47%; P7 – 63%; S3 – no data.**

**NIF Key Drivers:** 2, 4, 5 & 6.

**HGIOS4 QIs:** 2.2, 2.3, 3.2.

**CIQF:** 1.3, 4.1.

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<p>Practitioners' confidence in teaching, planning and assessing L&amp;T will increase.</p> <p><b>LA:</b> Attainment in L&amp;T will improve for learners across P1-S3 and levels. Stretch aims to determine level of improvement.</p> <p><b>School:</b> To maintain current high level of attainment. To ensure rigorous teaching, learning and assessment of L &amp; T.</p>	<p>All schools will participate in an authority-wide programme for improving the learning, teaching and assessment of L&amp;T:</p> <ul style="list-style-type: none"> <li>• Headteachers and managers will be briefed on the improvement priority.</li> <li>• Two days are arranged in October for practitioner in-service. Half LA staff each day and input repeated.</li> <li>• ES's NIF officer the EO for Literacy and the AA will provide input.</li> <li>• Trios established.</li> </ul> <p><b>October – December:</b> Minimum of <b>two</b> trio meetings required, plus twilight:</p> <ul style="list-style-type: none"> <li>• Trios work together to plan L&amp;T activities.</li> <li>• Practitioners carry out the learning activity with their learners and upload evidence to the Team's site.</li> <li>• Trios moderate the evidence of learning.</li> <li>• Twilight – Moderation of L&amp;T.</li> </ul>	<p>N/A.</p>	<ul style="list-style-type: none"> <li>• P&amp;A data in SEEMiS.</li> <li>• SNSAs.</li> <li>• SOFAs.</li> <li>• Practitioner confidence levels – NM will do baseline evaluation.</li> <li>• Pupil voice - baseline on their own evaluation of their strengths and their next steps.</li> <li>• Termly assessment and moderation activities.</li> <li>• Anecdotal evidence from practitioners.</li> <li>• Feedback from QAMSOs.</li> </ul>	

	<p><b>January – March:</b>  Minimum of <b>three</b> trio meetings required, plus twilight:</p> <ul style="list-style-type: none"> <li>• Twilight - L&amp;T professional learning.</li> <li>• Trios work together to plan L&amp;T activities.</li> <li>• Practitioners carry out the learning activity with their learners and upload evidence to the Team’s site.</li> <li>• Trios moderate the evidence of learning.</li> </ul> <p><b>Term 4:</b></p> <ul style="list-style-type: none"> <li>• Twilight led by AT and QAMSOs.</li> <li>• Trios moderate the pieces they have uploaded.</li> <li>• Evaluation of the project</li> </ul>			
--	---	--	--	--

## School improvement priority 2:

Improve the use of assessment information and target setting so that pupils know what they have to do to improve and parents are more able to support learning.

**Data/evidence that informs this priority: This is a continuation of the priority 2021/22, it has moved forward but needs further development. Parental surveys show a desire for greater involvement in their child's learning, pupil & staff surveys show need to involve learners more proactively.**

**NIF Key Drivers: 1, 2, 3, 4, 5, 6.**

**HGIOS4 QIs: 2.5 2.7.**

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<ul style="list-style-type: none"> <li>• Family engagement with learning.</li> <li>• Children are confident about their next steps in learning.</li> <li>• Progress for all children is at expected level.</li> <li>• Children engage with their learning more.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine tracking.</li> <li>• Use OTT to set pupil achievement goals in numeracy and literacy. Share these with parents and learners.</li> <li>• Engage parents through workshops on how to help children develop and progress.</li> <li>• Plan moderated writing assessments to take place termly. Share these with parents.</li> <li>• Improve quality of feedback/marking to maximise impact on learner.</li> <li>• Re-examine current tracking tools for literacy and numeracy, ensure &amp; collegiate usage.</li> <li>• Set pupils clear targets for improvement, long and short term.</li> <li>• Increased use of Seesaw.</li> <li>• Learning conversations to take place.</li> </ul>	<p>N/A.</p>	<ul style="list-style-type: none"> <li>• Feedback from parental surveys.</li> <li>• Over 50% of parental body engaging with child learning/attending collaborative projects.</li> <li>• Children identifying specific areas of their own learning to focus on to improve.</li> <li>• School will have organised termly event for family learning experiences.</li> <li>• Children feel work and learning is valued with increased parental engagement.</li> <li>• Evidence from parental questionnaire: <b><i>Question: % parents that strongly agree that setting organises activities where my child and I can learn together 2021/2022 figure: 33%.</i></b></li> </ul>	

### School improvement priority 3:

To improve sustained growth in reading.

**Data/evidence that informs this priority: AR evidence indicates a flatlining of progress within reading.**

**NIF Key Drivers: 5.**

**HGIOS4 QIs: 1.3 2.7 3.2.**

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<ul style="list-style-type: none"><li>• All readers to progress in line with or exceed chronological rate.</li><li>• Progress of learners to match AR targets.</li><li>• Greater range of reading choice at higher AR levels.</li><li>• Increased breadth of readers at initial stages.</li></ul>	<ul style="list-style-type: none"><li>• In Class 1 &amp; 2 use reading circles to develop comprehension skills.</li><li>• Literacy workshop (Imogen Kerr plus class teachers) to promote literacy art home, Oct 2022.</li><li>• Buddy reading sessions across school.</li><li>• Broaden width of scheme books for P1 &amp; P2 ORT to be investigated.</li><li>• Expand range of AR texts level 7.0 - 8.9.</li><li>• Establish graded book band reading structure in Class 1 and reading record.</li><li>• Restart Book Bug sessions within Early Years, opening to families, community, Haey Hope Club, P1 &amp; 2.</li><li>• Reorganisation of school library to be reader friendly and accessible</li><li>• Participate with Scottish Book Trust Reading School accreditation to build a culture of reading in learners and community.</li><li>• Book week in March 2023.</li></ul>	£500.	<ul style="list-style-type: none"><li>• AR reading assessments taken on a termly basis.</li><li>• Use AR predictions for targeted expected progress.</li><li>• We will also use BGE data from SNSA and SOFA together with teacher's professional judgement.</li></ul>	

## Improvement priority 1:

To provide opportunities for parents to engage in learning together with their child. To engage parents in opportunities to learn together with their child, in the nursery and beyond.

**Data/evidence that informs this priority: Feedback from ELC survey.**

**HGIOELC QIs: 2.5 Family Learning.**

**Care Inspectorate Quality Framework: 1.4 Family Engagement.**

Outcomes for learners:	Actions / Approaches / Interventions:	Measures:	Impact:
<p>For children and their families to feel welcome in Nursery.</p> <p>For children to have positive learning experiences with parents, carers in Nursery and at home.</p>	<ul style="list-style-type: none"> <li>• PEEP refresher training.</li> <li>• PEEP sessions.</li> <li>• Play and stay.</li> <li>• To provide regular opportunities for parents to involve themselves with their child's learning.</li> <li>• Early literacy workshop.</li> <li>• Communal swim.</li> <li>• Targeted use of Seesaw, relating image to observation.</li> <li>• Bookbug sessions.</li> <li>• Curriculum events – What are loose parts? Numeracy in the early years (KM can support delivery and content).</li> <li>• Parents involved in developing forest school provision, parents offering to share expertise in a range of learning opportunities (woodworking, farming, arts/crafts).</li> <li>• Visits to a range of spaces on the island out with nursery (Lyness museum, Rackwick daytrip, beach visit) where parents and children visit together.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback in parental surveys May 2023.</li> <li>• Discussions with families.</li> <li>• Questionnaire results comparing to 221/22 responses.</li> <li>• Seesaw engagement to 100%.</li> <li>• Numbers of parents attending events.</li> <li>• Parents feel more included in the life of the nursery.</li> </ul> <p><b>From the 2023 Parental Questionnaire:</b></p> <ul style="list-style-type: none"> <li>• Parents feel supported to learn alongside their child.</li> <li>• Attendance at events.</li> <li>• Children and families feel a sense of belonging in the setting.</li> </ul>	



## Improvement priority 2:

Making Progress through outdoor play

**Data/evidence that informs this priority:** This initiative is a continuation of the 2021/22 ELC improvement plan. Identified development from self-evaluation session on Outdoor play. Embed good practice and Kate Hookham input received 2021-22.

**HGIOELC QIs:** 1.3 Play & learning 2.1 Quality of setting for play & learning 3.2 Leadership of play & learning.

**Care Inspectorate Quality Framework:** 2.1 Impact on children.

Outcomes for learners:	Actions / Approaches / Interventions:	Measures:	Impact:
<ul style="list-style-type: none"><li>• All children will be engaged and motivated to learn through outdoor play.</li><li>• Outdoor learning experiences will connect our children with the outdoor world and offer opportunities for personal and learning skills in areas significant to literacy, numeracy and health &amp; wellbeing.</li><li>• Planned outdoor learning supports the holistic development and progress across all levels.</li></ul>	<ul style="list-style-type: none"><li>• Development of Forest School site.</li><li>• Expansion of scrap store for personal choice and development.</li><li>• Training for staff on Outdoor Learning.</li><li>• Need to always maximise opportunities for outdoor learning.</li></ul>	<ul style="list-style-type: none"><li>• Children's skills in woodworking, fire lighting, den building will be further developed.</li><li>• Photos, Peedie notes and learning stories from outdoor space will be evident in learning folders and displayed on walls in the setting.</li><li>• EYPs will plan experiences using outdoor space regularly.</li><li>• Staff will feel confident in utilising the outdoor space to its maximum potential, supporting children in their learning.</li><li>• Children will confidently talk about risk and how to take measures to reduce risk when using the outdoor area.</li></ul>	

## Improvement priority 3:

Listening and talking

**Data/evidence that informs this priority:** Authority wide priority. Nurseries across Orkney have noticed an increase of children presenting language and communication delays.

Gaps in tracking information for phonological awareness, listening and talking.

Practitioners have commented that they are less confident in supporting children with communication delays.

Increase of new staff who have not yet had access to relevant training.

EYPs had reduced singing due to COVID restrictions. EYTeam have noticed that this has not yet returned to all settings.

### Care Inspectorate Quality Framework:

**1.1 Nurturing Care and Support: All children get the support they need to reach their full potential.**

**1.3 Play and Learning: Children have fun as they experience high quality play, learning and development opportunities.**

**2.1 Quality of the setting for care, play and learning: Children benefit from high quality care, play and learning settings.**

**4.1 Staff skills, knowledge and values: Children and families benefit from staff that are well trained, competent and skilled.**

**(1.5 Family Engagement: High quality engagement facilitates a partnership approach to care, play and learning outcomes).**

### HGIOELC

2.4 3.1

3.2

2.2 & 2.3

1.2: Impact of CLPL on progress

2.5 2.7.

Outcomes for learners:	Actions / Approaches / Interventions:	Measures:
<p>To ensure all ELC children are making very good progress in listening and talking.</p> <p>To create spaces in our nurseries, indoors and outdoors that promote literacy and communication for our young children.</p> <p>To enhance interactions between children and adults that support listening and talking skills in order to</p>	<ul style="list-style-type: none"> <li>• Self-Evaluation session for all settings to set a baseline: “How do we know that all children are making very good progress in listening and talking? What do we do and what do we still need to develop? (HGIOELC 2.3) What approaches do we use to promote children's developing language and literacy skills with a focus on listening and talking? (CI Quality Framework 1.3).</li> <li>• Self-evaluation session revisited regularly to measure change, improvement and progress for children.</li> <li>• All practitioners will participate in an authority wide ELC programme to support the delivery of high-quality listening and talking provision. (October In-Service).</li> <li>• Audit folders at the beginning of the year to determine number and quality of peedie notes and learning stories taken on listening and talking to see if we are capturing children’s development in listening and talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation floorbook will show impact of development, including richer environments (a greater range of resources), more focussed planned experiences, peedie notes more focussed on learning.</li> <li>• Increase in staff confidence in supporting listening and talking at all stages: <ul style="list-style-type: none"> <li>○ Child development.</li> <li>○ Supporting communication delays.</li> <li>○ Planning learning to support and extend children.</li> <li>○ Engaging in song and rhyme.</li> </ul> </li> <li>• Increase in number of peedie notes related to listening and talking. Almost all talking and listening related notes are learning focussed notes.</li> <li>• Use progression tracking tool (3 x yearly) alongside Early Level benchmarks (Peedie pebbles) and Staged Intervention and</li> </ul>

<p>build confident communicators.</p> <p>To plan meaningful and relevant experiences to build skills and competencies in listening and talking.</p> <p>To develop parents understanding of what listening and talking looks like in our settings and to empower them to support their child's listening and talking development at home.</p>	<ul style="list-style-type: none"> <li>• Monitor folders regularly (twice yearly) throughout to audit if we are capturing progression over time in listening and talking.</li> <li>• Make alterations to environment as appropriate, include labelling, environmental print, have materials and spaces that inspire discussion and curiosity (beautiful, unusual, intriguing materials).</li> <li>• Reflect on own practice – How good are my interactions? (Circle tool p18-20).</li> <li>• Interaction observations (peer) and/or reciprocal feedback sessions.</li> <li>• Promote interaction strategies to challenge as well as support children.</li> <li>• All settings will plan regular listening and talking experiences for all children relevant to their developmental stage and detail this in a focussed experience planner e.g., key group planning. Useful resources: High/scope red SGT folder – 'listening and talking' and 'word play' section, Orkney language and literacy handbook, Language cards, Realising the ambition, CfE Es and Os.</li> </ul>	<p>Circle tool milestones to measure impact on learners. There are no gaps in the tracking tool and learning folders relating to phonological awareness, listening and talking.</p> <ul style="list-style-type: none"> <li>• Revisit Circle Tool to audit environments – almost all aspects of environments listed are present in every area of the nursery and outside.</li> <li>• Photograph environments before and after audits.</li> <li>• Almost all notes are high quality observations made with listening and talking focus evident in folders.</li> <li>• Qualitative data from practitioners on their confidence to support listening and talking and how to track progression in learning. (recorded in S-E floorbook).</li> <li>• Parental attendance at events and family sessions.</li> <li>• Parents will feel more knowledgeable about listening and talking.</li> <li>• Parental comments and feedback through questionnaires, discussions etc.</li> </ul>
<p>Impact should be evidenced in self-evaluation floorbooks.</p>		