



# Cawdor Primary School

**ESTABLISHMENT IMPROVEMENT PLAN**

SESSION 2022-2023

KINDNESS – TEAMWORK – BELONGING - RESPECT



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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities			2022 - 2025	
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>				
National Improvement Framework Key Drivers	HGIOS/HGIOELC	HGIOURS	Highland Council Education Priorities	GME Priorities
<ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and involvement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ul>	Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements	<ul style="list-style-type: none"> <li>We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation.</li> <li>We will maximise health and wellbeing for all children and young people to give them the best possible start in life.</li> <li>We will ensure the highest quality of learning and teaching for each and every learner.</li> <li>We will develop leadership skills at all levels of the system for now and the future.</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos</li> <li>Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase</li> <li>Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences</li> <li>Activities to support Gaelic language and culture (arts, media, creative industries, workplace)</li> <li>Local Authority Gaelic Language Plan priority</li> </ul>
<b>Strategic Priorities 3 Year Cycle (Cawdor developed their three year cycle in June 2021 for 2021-2024)</b>				
2021-2022	2022-2023	2023-2024		
<ul style="list-style-type: none"> <li>Recovery from COVID-19 school closures: wellbeing, writing, numeracy and play</li> <li>Cawdor Curriculum 2030: purpose, values, vision and aims</li> </ul>	<ul style="list-style-type: none"> <li>Our Cawdor Learning Journey: Profiling</li> <li>We are Team Cawdor: Wellbeing</li> <li>Cawdor Play and Enquire to Learn: Pedagogy outdoors and indoors</li> </ul>	<ul style="list-style-type: none"> <li>Our Cawdor Learning Journey: Profiling</li> <li>Curriculum WHY: The World of Work</li> <li>Cawdor Play and Enquire to Learn: Pedagogy outdoors and indoors</li> </ul>		

Strategic 3 Year Overview: The [School Improvement page](#) on our school website includes further information

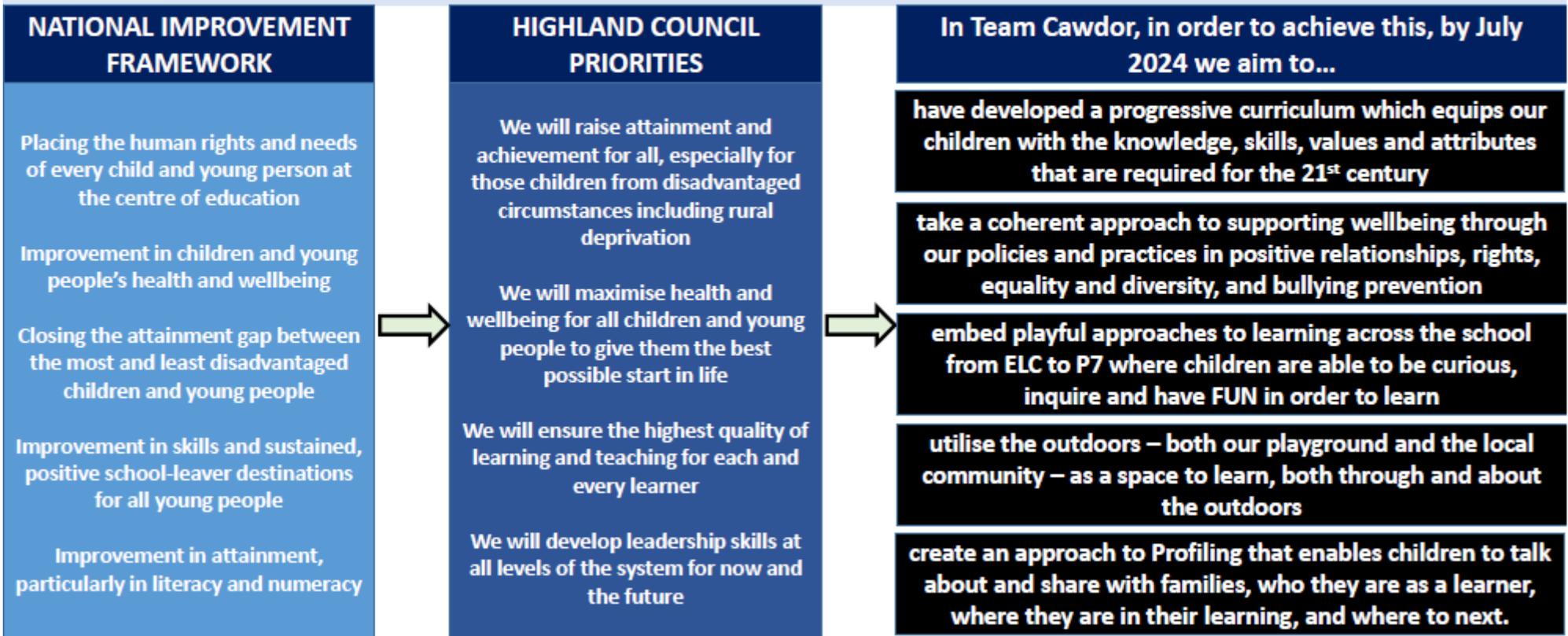
2021-2024



# Cawdor Primary School



## 3 Year Improvement Overview: 2021-2024



Through these actions we will work together as #TeamCawdor to continuously reflect on why we learn, what we learn, how we learn, when we learn and where we learn.

KINDNESS – TEAMWORK – BELONGING - RESPECT

## Improvement Project 1: Our Cawdor Learning Journey

**Purpose:** To ensure that our children’s learning has purpose, coherence and progression. This includes planning for learning, teaching and assessment, our Cawdor curriculum, interdisciplinary learning and how children have ownership for and share their learning through Profiling. There is not currently a coherent approach to planning for medium term learning, teaching and assessment, or in the understanding of ‘achievement of a Level’ across the primary schools in the Nairn Associated Schools Group (ASG). This project has also been developed to address this.

### Priorities

**NIF Priority 1:**

Improvement in skills and sustained, positive school-leaver destinations for all

**HGIOS/HGIOELC Quality Indicator 1:**

2.3 Learning, teaching and assessment

**Highland Council Priority 1:**

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

**NIF Priority 2:**

Improvement in attainment, particularly in literacy and numeracy

**HGIOS/HGIOELC Quality Indicator 2:**

2.2 Curriculum

**Highland Council Priority 2:**

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

**NIF Driver:**

Curriculum and assessment

**HGIOURS Theme:**

Our learning and teaching

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<ul style="list-style-type: none"> <li>▪ Time from collegiate calendar and inset</li> <li>▪ Education Scotland Moderation Cycle and High Quality Assessment resources</li> <li>▪ Highland Council Profiling and Reporting resources</li> <li>▪ Curriculum for Excellence Benchmarks</li> <li>▪ Progression pathways</li> <li>▪ Realising the Ambition</li> </ul>	<p><b>In Cawdor:</b> Collegiate activity on profiling and reporting</p> <p><b>(ASG) Teaching staff:</b> 4 part – inset (x1) and collegiate (x3) on: - planning for medium term high quality learning, teaching and assessment - moderation of professional judgement</p> <p><b>(ASG) ELC staff:</b> Inset on the ‘Child Pedagogy in Practice Cycle’ to support moderation of ‘observation, interpretation and documentation of learning’ and ‘responsive and intentional planning’</p>	<ul style="list-style-type: none"> <li>▪ High Quality Assessments</li> <li>▪ Children’s Profiles</li> <li>▪ Achievement of Curriculum for Excellence Level (ACEL) data</li> <li>▪ Evaluations of staff confidence</li> </ul>	<p>Ingredients of effective profiling evident in school’s approach – overview created</p> <p>Learning is driven through The Moderation Cycle</p> <p>We have an approach to IDL – “Cawdor Quests”</p> <p>Improved staff knowledge and understanding of the “why” of coherent medium term planning for assessment (teachers)</p> <p>Improved staff knowledge and understanding of the ingredients of quality observations (EYPs)</p> <p>High Quality Assessments include the key ingredients from The Moderation Cycle</p>	<p>Our children’s Profiles will be owned by them, shared with families and document their learner journey</p> <p>Contexts of learning (“Cawdor Quests”) will be evidenced through high quality observations (ELC)/ High Quality Assessments using The Moderation Cycle (Primary)</p> <p>ACEL data will reflect a body of evidence, connecting High Quality Assessments to Scottish national standardised assessments (SNSA)</p> <p>There will be a coherent understanding of achievement across the ASG in elements of literacy and numeracy</p>	<p>Children and their families have a clear understanding of their learner journey</p> <p>There will be a coherent understanding of achievement across the ASG</p> <p>There is a range of evidence to demonstrate learner achievement across the Broad General Education (BGE)</p> <p>Attainment in both Literacy and Numeracy will improve</p>

## CONTEXT/CONDITIONS OF YOUR WORK

### **In Cawdor**

In ELC and Primary 1 we have developed an approach to profiling that is child-centred and has the opportunity for ongoing family engagement through our “Focused Child” approach. Our P7s in 2021/2022 have been trialling the use of digital profiling through the use of Google Sites. During the 2022/2023 session we aim to develop an approach to profiling and reporting across the school, with core principles from ELC to P7 to create different Profile formats that are appropriate to the age/ stage of the child. Profiling will be a two year action plan – 2022/2023 and 2023/2024.

### **Across the Nairn ASG**

Each of the schools in the ASG currently have their own approaches to developing medium term planning for assessment. In developing this approach across the ASG we want to ensure that there are key ingredients for both high quality observations and High Quality Assessments included, but the format for documenting these remains flexible and is decided upon at school level.

The ASG is committing to sessions across the 2022/2023 academic session. The ASG will utilise the knowledge, understanding and skills of the practitioners that have undertaken the Quality Assessment and Moderation Support Officer (QAMSO) training.

## In-Depth Action Plan 1

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Profiling collegiate session: “Curriculum” – developing IDL through “Cawdor Quests”	HT	Tuesday 30/08/22	Collegiate materials	Termly planning overviews
2. Profiling collegiate session: “The Profile”	HT/ Teaching staff	Tuesday 06/09/22	Collegiate materials	Profiling audit tool – ongoing
3. Pre-evaluation of knowledge, understanding, skills and confidence.	SMT	Monday 12/09/22	Survey	Pre/ post session evaluations to be completed and monitored
4. Inset day with teaching staff to develop the principles of planning for high quality learning, teaching and assessment using The Moderation Cycle.	All teaching staff	Monday 12/09/22 @ 9.30am-3.30pm	Cawdor	Pre/ post session evaluations  During inset – evaluation and refinement of the quality of assessment tasks developed
5. Inset day with ELC staff on the ‘Child Pedagogy in Practice Cycle’ to support moderation of ‘observation, interpretation and documentation of learning’ and ‘responsive and intentional planning’.	ELC staff	Monday 12/09/22 @ 9.30am- 12.30pm	Cawdor	Actions shared at ASG meeting in September/ October 2022 for follow-up input  Individual setting quality assurance
6. Teaching staff to deliver block of learning planned for during inset day (Learning Cycle 1) and collect evidence.	All teaching staff	12/09/22 – 15/11/22		Individual school quality assurance – Profiling/ High Quality Assessment sampling
7. Profiling: “Teaching Sprint 1” – selected area of The Moderation Cycle	All teaching staff	Tuesday 13/09/22 (inset)	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation

8. Profiling: "Teaching Sprint 1" – check-in	All teaching staff	Friday 23/09/22	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation
9. Profiling collegiate session: "The Profile"/ "Family Engagement"	HT/ Teaching staff	Tuesday 27/09/22	Collegiate materials	Profiling audit tool – ongoing
10. Profiling: "Teaching Sprint 1" - review	All teaching staff	Tuesday 04/10/22	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation
11. Collegiate session with teaching staff to moderate the impact/ outcome of Learning Cycle 1. They will have the opportunity to work within year groups and Level groups in order to support professional judgement in writing using the CfE Benchmarks.	All teaching staff	Tuesday 15/11/22 @ 3.45pm-5pm	Millbank  All to bring evidence of outcomes	Pre/ post session evaluations to be completed and monitored
12. Collegiate session with teaching staff to evaluate examples of medium term 'High Quality Assessments' against key ingredients. Shared planning for Learning Cycle 2.	All teaching staff	Tuesday 17/01/2023 @ 3.45pm-5pm	Rosebank	Pre/ post session evaluations to be completed and monitored
13. Teaching staff to deliver block of learning planned for during collegiate session (Learning Cycle 2) and collect evidence.	All teaching staff	17/02/23- 28/02/23		Individual school quality assurance – Profiling/ High Quality Assessment sampling
14. Profiling: "The Profile" / "Skills for learning, life and work"	HT/ Teaching staff	Tuesday 24/01/23	Collegiate materials	Profiling audit tool – ongoing
15. Profiling: "The Profile" / "Learning Conversations"	HT/ Teaching staff	Tuesday 14/02/23	Collegiate materials	Profiling audit tool – ongoing
16. Profiling: "Teaching Sprint 2" – selected area of The Moderation Cycle	All teaching staff	Wednesday 22/02/23	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation
17. Collegiate session with teaching staff to moderate the impact/ outcome of Learning Cycle 2. They will have the opportunity to work within year groups and Level groups in order to support professional judgement in numeracy using the CfE Benchmarks.	All teaching staff	Tuesday 28/02/2023 @ 3.45pm-5pm	Auldearn  All to bring evidence of outcomes	Pre/ post session evaluations to be completed and monitored
18. Profiling: "Teaching Sprint 2" – check-in	All teaching staff	Friday 17/03/23	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation
19. Profiling: "Teaching Sprint 2" - review	All teaching staff	Tuesday 28/03/23	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation
20. Profiling: "Teaching Sprint 3" – selected area of The Moderation Cycle	All teaching staff	Tuesday 02/05/23	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation
21. Profiling: "Teaching Sprint 3" – check-in	All teaching staff	Friday 02/06/23	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation
22. Profiling: "Teaching Sprint 3" - review	All teaching staff	Monday 05/06/23	Teaching Sprint resources	Peer visit and Teaching Sprint evaluation



Evaluation:		Evidence:	
Key			
Establishment/Cluster wide action	ELC based action	Primary based action	ASG based action



## Improvement Project 2: We are Team Cawdor

**Purpose:** To ensure that our new purpose, values, vision and aims are at the core of the school's life and ethos. This includes our policy and practices in wellbeing, positive relationships, children's rights, equality and diversity, and bullying prevention, using our school vision, values and aims to develop learning for sustainability.

### Priorities

#### NIF Priority 1:

Improvement in children and young people's health and wellbeing

#### HGIOS/HGIOELC Quality Indicator 1:

3.1 Ensuring wellbeing, equality and inclusion

#### Highland Council Priority 1:

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

#### NIF Priority 2:

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

#### HGIOS/HGIOELC Quality Indicator 2:

2.2 Curriculum

#### HGIOURS Theme:

Our health and wellbeing

#### NIF Driver:

School and ELC improvement

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<ul style="list-style-type: none"> <li>Time from collegiate calendar and inset</li> <li>Time with pupil leaders and in assembly</li> <li>Health and Wellbeing Curriculum Overview</li> <li>Rights Respecting Schools Award (RRSA) materials</li> <li>Positive Relationships/ Bullying Prevention/ INCLUDE guidance</li> </ul>	<ul style="list-style-type: none"> <li>INSET training on a rights based approach</li> <li>Charter development</li> <li>Rights Respecting Schools Award Bronze commitment</li> <li>Sustainable Development Goals – planned for as part of "Cawdor Quests"</li> <li>Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Glasgow Wellbeing Profiles (GWP) – P1-P7</li> <li>Profiling audits</li> <li>Wellbeing boards</li> <li>Planning overviews</li> <li>How Good is OUR School (HGIOURS) audits</li> <li>Rights Respecting Schools Award: Bronze Accreditation</li> <li>INCLUDE self-evaluation</li> </ul>	<p>The language of the wellbeing indicators and the sustainable development goals are visible across the school</p> <p>Our school values are known by the school community</p> <p>Staff use restorative conversations to support children's regulation</p>	<p>The language of children's rights are visible across the school</p> <p>Our school values are visible in our charter – connected to the rights that children have</p> <p>Children have an understanding of the rights they have as children</p> <p>We have an action plan in place for realising children's rights</p>	<p>Our Health and Wellbeing curriculum is progressive and responsive to children's needs</p> <p>Children have their rights realised</p> <p>We have reached our Cawdor 2030 vision</p>

### CONTEXT/CONDITIONS OF YOUR WORK

As a school community we have been developing our approaches to health and wellbeing; this has been prioritised throughout the COVID-19 pandemic. In May 2022 we launched our new purpose, values, vision and aims which was developed by the school community. We are now in the position to embed these within our health and wellbeing curriculum, ensuring that our policy and practice realises children's rights, bullying prevention and positive relationships.

## In-Depth Action Plan 2

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Wellbeing Indicator of the Week – incorporated into children's planning and Profiling	ELC – P2 team	August 2022- June 2023	SHANARRI boards/ stickers/ Profile pages	Profiling auditing/ SHANARRI board Glasgow Wellbeing Profile (P1 onwards)

2. Wellbeing Indicator of the Month – incorporated into curriculum delivery (using our Health and Wellbeing overview) and assembly	P3-P7	August 2022- June 2023	SHANARRI boards/ stickers	Glasgow Wellbeing Profile (P1 onwards) SHANARRI board
3. School values – incorporated into assembly	HT/ PT and Pupil Leaders	August 2022- June 2023	Assembly materials	HGIOURs evaluations
4. Child Protection: 3 year update training	Highland Child Protection Team	Monday 15/08/22	Training materials/ Safeguarding board	Reviewing Child Protection policy and Safeguarding board following training
5. <b>COPIED FROM ACTION PLAN 1: Sustainable Development Goals will be a focus in the session</b> Profiling collegiate session: “Curriculum” – developing IDL through “Cawdor Quests”	HT	Tuesday 30/08/22	Collegiate materials	Termly planning overviews
6. Sustainable Development Goals (SDGs) – ELC team meeting	HT/ ELC team	Wednesday 31/08/22	Team meeting materials	Environment audit Profiling audit
7. Inset: Positive Relationships (Restorative conversations) – using our school values of Kindness-Teamwork-Belonging-Respect	HT/ PT/ Staff team	Tuesday 13/09/22	Training materials	HGIOURs evaluations
8. School Charter: Positive relationships/ Bullying Prevention	Pupil Leadership Team (PLT)	September 2022-February 2023	PLT (time for consultation)	HGIOURs evaluations – pupil leadership team
9. Inset: Children’s Rights – Our Charter	HT/ PT/ Staff team	Wednesday 22/02/23	Charter/ Rights Respecting Schools Award (RRSA) resources	Rights Respecting Schools – Bronze Action Plan
10. Rights Respecting Schools: Bronze Commitment Action Plan	PLT	February 2023- June 2023	PLT (time for consultation)  RRSA resources	Rights Respecting Schools – Bronze Accreditation
11. Inset: Equality and Diversity – INCLUDE audit and action plan	HT/ PT/ Staff team	Monday 05/06/23	Health and Wellbeing Curriculum  INCLUDE audit	INCLUDE audit
<b>Evaluation:</b>			<b>Evidence:</b>	
<b>Key</b>				
Establishment/Cluster wide action	ELC based action	Primary based action	ASG based action	

## Improvement Project 3: Cawdor Play and Enquire to Learn

**Purpose:** To ensure that our children have autonomy of their learning, and experience learning and teaching that is engaging. This includes, both outdoors and indoors, our approach to play pedagogy and how we develop children’s creativity skills: curiosity - open-mindedness - imagination - problem solving.

### Priorities

**NIF Priority 1:**

Improvement in skills and sustained, positive school-leaver destinations for all

**HGIOS/HGIOELC Quality Indicator 1:**

2.3 Learning, teaching and assessment

**Highland Council Priority 1:**

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

**NIF Priority 2:**

Improvement in attainment, particularly in literacy and numeracy

**HGIOS/HGIOELC Quality Indicator 2:**

3.3 Increasing creativity and (employability)/developing creativity and skills for life

**Highland Council Priority 2:**

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

**NIF Driver:**

Curriculum and assessment

**HGIOURS Theme:**

Our learning and teaching

<b>RESOURCES</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>	<b>SHORT TERM IMPACT</b> <small>(weeks/months)</small>	<b>MEDIUM TERM IMPACT</b> <small>(months/years)</small>	<b>LONG TERM IMPACT</b> <small>(years/decades)</small>
<ul style="list-style-type: none"> <li>▪ Time from collegiate calendar and inset</li> <li>▪ Professional reading and training materials – Play Pedagogy</li> <li>▪ Education Scotland resources</li> </ul>	<ul style="list-style-type: none"> <li>- Inset/ Collegiate: The “Why”, “What”, “How”</li> <li>- Fun in 31</li> <li>- Outdoor Learning Themes x 4</li> <li>- Timetabled and ongoing Loose Parts Play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning overviews</li> <li>▪ Self-evaluation – using frameworks</li> <li>▪ Peer visits</li> <li>▪ Play Pedagogy Pathway (two year development)</li> <li>▪ Glasgow Wellbeing Profile (GWP)</li> <li>▪ Family evaluations</li> </ul>	<p>Staff have increased understanding of play pedagogy in practice</p> <p>Staff have confidence to develop age/ stage appropriate play pedagogy</p> <p>Children have their right to play realised</p> <p>Children experience playful approaches to learning</p> <p>Children’s interests are planned for</p>	<p>Children and staff report the positive impact of play pedagogy on learning</p> <p>Families understand the impact of play on learning</p> <p>Children will have ownership of aspects of their learning</p> <p>Contexts of learning (“Cawdor Quests”) will be evidenced through high quality observations (ELC)/ assessments (Primary)</p>	<p>Our approach to play and playful learning supports the development of creativity skills</p> <p>There is evidence of children’s development of the meta-skills through creative approaches to thinking and learning through our approaches to Profiling</p> <p>Attainment in both literacy and numeracy will improve</p>

### CONTEXT/CONDITIONS OF YOUR WORK

Since October 2020, in Early Learning and Childcare (ELC) and the early stages of school (P1-P2) we have been developing our approaches to play pedagogy through the ‘Child Pedagogy in Practice’ cycle from Realising the Ambition. Throughout the 2021/2022 session we have been developing children’s skills across the school (ELC-P7) through play and inquiry using block play and outdoor learning as drivers. The next step in our journey is to develop a whole-school approach towards play pedagogy during the 2022/2023 and 2023/2024 sessions.

## In-Depth Action Plan 3

<b>Implementation Process</b>	<b>By whom</b>	<b>Time scale and Progress</b>	<b>Resources</b>	<b>Monitoring</b>

1. Loose Parts Play area and storage developed	PT	August 2022	Loose parts storage	HGIOURs evaluations
2. Fun in 31 – The Right to Play (Article 31) built into weekly timetable	P3-P7	August 2022- June 2023	Open ended play resources	HGIOURs evaluations
3. Family learning – play pedagogy	Team	August 2022- June 2023	Family learning calendar	Family evaluations
4. Whole School Outdoor Learning Theme 1	PT	August 2022- October 2022	Outdoor Learning resources	Outdoor Learning Google Slides evidence
5. Play Pedagogy inset: The “Why”, “What” and “How”	Early Years Team/ HT	Tuesday 13/09/22	Training materials	Peer visits/ Planning overview
6. Play Pedagogy collegiate: The “How” – ‘Play Projects’/ ‘The Genius Hour’	HT/ PT	Wednesday 21/09/22	Training materials	Peer visits/ Planning overview HGIOURs evaluations
7. Whole School Outdoor Learning Theme 2	PT	October 2022- December 2022	Outdoor Learning resources	Outdoor Learning Google Slides evidence
8. Masterclasses – developing skills through adult-initiated/ adult-directed play	P3-P7	October 2022- March 2023	Staff time/ resources	Pupil evaluations
9. Play Pedagogy collegiate: The “How”	HT/ PT	Wednesday 07/12/23	Training materials	Peer visits/ Planning overview HGIOURs evaluations
10. <b>COPIED FROM ACTION PLAN 1: Meta Skills will be a focus</b> Profiling: “The Profile” / “Skills for learning, life and work”	HT/ Teaching staff	Tuesday 24/01/23	Collegiate materials	Profiling audit tool – ongoing
11. Whole School Outdoor Learning Theme 3	PT	January 2023- March 2023	Outdoor Learning resources	Outdoor Learning Google Slides evidence
12. Play Pedagogy inset: The “How”	HT/ PT	Wednesday 22/02/23	Training materials	Peer visits/ Planning overview HGIOURs evaluations
13. Play Pedagogy collegiate: The “How”	HT/ PT	Wednesday 15/03/23	Training materials	Peer visits/ Planning overview HGIOURs evaluations
14. Whole School Outdoor Learning Theme 4	PT	April 2023-June 2023	Outdoor Learning resources	Outdoor Learning Google Slides evidence
15. Play Pedagogy collegiate: The “How”	HT/ PT	Wednesday 19/04/23	Training materials	Peer visits/ Planning overview HGIOURs evaluations
16. Play Pedagogy inset: The “Why”, “What” and “How” – Our Play Pedagogy roadmap	HT/ PT	Monday 05/06/23	Play Pedagogy roadmap	Peer visits/ Planning overview Glasgow Wellbeing Profile (P1-P7)



Evaluation:		Evidence:	
<b>Key</b>			
Establishment/Cluster wide action	ELC based action	Primary based action	ASG based action

Additional Tasks	Session 2022-2023
<b>Additional Tasks</b>	<b>Responsibilities</b>
Reviewing draft Numeracy and Mathematics overview that was created as part of the improvements in 2021/2022. As part of learning and teaching, this will be reviewed periodically through the monthly self-evaluation/ operational team meeting. Revisions will be made at the June 2023 inset.	Teaching team
During the 2021/2022 we have developed our Team Cawdor Writing Overview. We will attend 7.5 hours of training (identified within the Working Time Agreement) through Scholastic to continue to develop our teaching and learning in writing.	Teaching team

