Priority 1		To support the recovery phase at Hillside School after an extensive period of school closure, including measures to support the recovery of key learning for pupils and to engage all with revised practices/routines.			
National Priority	Improvement in wellbeing and ensuring positive destinations	**Key Drivers of Improvement**	School improvement	**HGIOS 4 Quality Indicator**	1.3 Leadership of Change 2.2 curriculum 2.6 Transitions 3.1 wellbeing
Evidence/Data Informing Priority *Why is this a priority for Hillside School?*		Hillside School was closed from March 2020 as part of the national lockdown, in response to the COVID-19 global pandemic. Home learning was introduced primarily using the *Seesaw* profiling platform but no 'on site' learning has taken place since, at the time of writing (August 2020). The Scottish Government's paper *Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020* **(Scottish Government, 2020)** clearly instructs schools to focus on recovery and the continuity of changes to provision as part of planning for 2020-21. Hillside School are committed to balancing efforts to address lost learning and young people and staff's social and emotional needs.			

Action & Leadership of Change	Expected Impact	Measures
School To rebuild positive relationships with staff, pupils, parents/carers and the wider community. To promote Hillside School's Vision, Values and Aims, in re-establishing a positive climate and ethos across the school. To establish new routines and practices responding to the latest Government and Local Authority guidelines, supporting all to become confident in knowing, understanding, and following these. To ensure appropriate communication at all levels and amongst stakeholders. To continue to support the development and use of technologies across the school, building on from progress made in term 4 of session 2019-2020. This will support preparation for blended learning also, if required.	**School** • Relationships will be positive at Hillside School, children will feel happy at school and staff will be welcoming, approachable and friendly. • Staff, children and parents/carers will have an improved understanding of Hillside School's Vision, Values and Aims. Particularly the aims of the school as part of our recovery planning. Staff will use the language of our vision, values and aims more frequently. • All members of the school community will know, understand, and follow new routines and practices. Support will be in place to ensure positive engagement with key stakeholders. • Staff and parents/carers will feel informed about school updates, progress and any changes to provision. • Staff and pupils will feel confident using and engaging with Seesaw. Staff and children will use this platform to recognise achievement and make links to life, learning and work (see Priority 4). In Nursery, staff will be familiar with using Seesaw for profiling purposes, illustrating progress and achievement. • Staff will be clear on processes and plans for blended learning should this be a requirement throughout the session.	**School** School staged start to be used to support the learning and teaching of revised procedures and routines. Plans and provisions will be responsive to circumstances. Parental and staff questionnaires (for Early Years – Primary 7) will be issued in terms 1 and 3 to gather views including questions related to provision, routines and learning and teaching. Collegiate meetings and agreement about blended learning approaches. Senior Leadership Team collegiate meetings and planning and tracking meetings with staff to evaluate progress being made. DHT and Nursery EYP tracking meetings.

Wellbeing To consider the wellbeing of our young people as they return to school and throughout the session. Considerations will need to be made for individual circumstances (including any relevant experiences our families have had during the period of lockdown) and provision may be required for individual needs. Hillside School will make use of the work completed by the Hillside Staff Nurture Working Group to support learners, including happy placemats, transitions guidance and documentation and social stories. To support transitions at all levels.	**Wellbeing** • Pupils will feel safe, included and nurtured at Hillside School. Pupils will have an increased understanding of what contributes to their own wellbeing. • Nursery will track wellbeing as part of profiling and make professional judgments as a result, supporting progress through appropriate child/adult interactions. • Staff will have a good understanding of how pupils are feeling and respond appropriately. • Pupils will receive appropriate support in a timely manner to support transition and progression, underpinned by relevant tracking and evaluation processes for ongoing transitions.	**Wellbeing** Assess learner's social and emotional needs in the first few weeks by planning and delivering open activities. Adopt a dialogic approach, (listening, talking, and observing) as a first stage in gathering formative information about our children's learning needs. Nursery staff will also make use of personal planning meetings in collaboration with parents. Use of wellbeing indicator self-evaluation webs for pupils: **Term 1** Primary 4 – 7 to complete wellbeing webs. Primary 1 -3 to explore wellbeing indicators. All to make use of 'happy placemats'. **Term 2** Primary 2 – 7 to complete wellbeing webs **Term 4** Primary 1 -7 to complete wellbeing webs SLT planning and tracking meetings (termly) will acknowledge individual wellbeing needs, with responses/approaches documented and implemented accordingly.
Curriculum To focus on literacy, numeracy and health and wellbeing through in school learning. Learning and teaching should build on what children can do, not what they cannot or what they have 'missed'.	**Curriculum** • Planning and teaching will reflect a focus on literacy, numeracy and health and wellbeing outcomes. • Each class will engage positively in a wellbeing topic based on health and change in a developmentally appropriate way. • Staff will have a good understanding of pupil progress being made and will be able to articulate strengths and development areas in line with local frameworks and	**Curriculum** Use previous years' forward plans, previous assessments, learning activities and tasks - to support initial assessment of learner progress. Collegiate planning to ensure moderation of learning, teaching and assessment. Moderation of wellbeing topic/social studies evaluations at class and stage levels.

To continue to track progress being made across all 3 responsibility for all areas and maintain a focus for closing gaps in core learning. To make use of outdoor spaces for learning and wellbeing.	national benchmarking. Pupils requiring support will be supported through universal/targeted approaches as necessary. • Children will experience the social and emotional benefits of outdoor play and physical activity safely through curricular experiences and during intervals.	Baseline and follow up assessments to illustrate pupil progress in literacy and numeracy. Termly planning and tracking meetings. Senior Leadership Team tracking tools to be used termly to analyse progress and school position in relation to Achievement of a Level data and closing attainment gaps. The SLT will meet and evaluate the school recovery model and all school improvement priorities regularly as part of the Hillside School's Quality Assurance Calendar.

Progress, Impact & Next Steps

School

Wellbeing

Curriculum

Priority 2		To continue to develop a whole school nurturing approach in order to support the inclusion of all learners.			
National Priority	Improvement in children and young people's health and wellbeing	**Key Drivers of Improvement**	Assessment of children's progress	**HGIOS 4 Quality Indicator**	2.6 Transitions 3.1 Wellbeing
Evidence/Data Informing Priority – *why is this a priority for Hillside School?*		This priority is a continuation from last session's school improvement plan, where we set to introduce a whole school nurturing approach. Progress was made, including the Nurture Principles being regularly shared and discussed with all staff, and initial steps were made to introducing nurturing approaches into all classrooms. This year's priority will focus on the continued development of this approach, particularly at a time where nurture is at the forefront of national priorities. The period of school closure due to COVID-19 may give rise to strong emotions in children and, therefore, a focus on developing emotional literacy and restorative practice is necessary. Hillside School has an increasing number of pupils with Additional Support Needs and it is imperative that we raise the profile of inclusion across the school community.			

Action & Leadership of Change	Expected Impact	Measures
Nurture Principles To further develop Staff, Pupil and Parent understanding of the 6 Nurture Principles through collegiate meetings, the creation of a parent leaflet, an online parent support session and input from the Educational Psychologist. To continue to develop and implement agreed nurture-based strategies and provisions in all classrooms through established criteria- agreed collegiately by staff, building on next steps set from last session. Teacher Peer Observations will be centred around Nurture Principles and agreed criteria. To continue to develop and implement nurture-based strategies and language across the school. To continue to develop approaches to Targeted Nurture Provision. Training on the use of Boxall Assessments for Teachers and identified PSAs will take place and IPT teacher will continue to mentor PSA in leading Nurture Groups.	**Nurture Principles** • Staff and parents will have an increased understanding of key Nurture Principles. This understanding will continue to be more visible in our school and classrooms and will have a positive impact on pupils. • Agreed nurture-based strategies and provisions will be visible in all classrooms. Staff will have contributed to and agreed on a set of criteria for establishing nurturing classrooms. • There will be increased capacity and consistency in the use of nurture-based strategies and language across the school with staff and pupils.	**Nurture Principles** Staff and parent/carer questionnaires will be issued in term 1 and term 4 to assess understanding of the Nurture Principles. Education Scotland Auditing tools and Observation Profiles will be used to support the creation of agreed criteria, Peer Learning Visits and with evaluating our setting against the Nurture Principles. Regular discussions with pupils and staff will show an increased understanding of the Nurture principles. Termly Boxall assessments and discussions with class teachers and parents will demonstrate improvement for pupils who are part of Targeted Nurture groups.

Emotional Literacy & Restorative Practice	**Emotional Literacy & Restorative Practice**	**Emotional Literacy & Restorative Practice**
To develop and improve learners' emotional literacy and mental wellbeing through a whole school focus on this. Targeted PSA Nurture Groups will focus on emotional literacy. To further develop restorative approaches with all staff supported by Educational Psychologist, IPT and professional reading gap tasks.	• In Term 1 each class will engage positively in a wellbeing topic based on emotional literacy and coping with change in a developmentally appropriate way. • Pupils will have a better understanding of what emotions are and how to identify and manage them. This will be evident through restorative conversations with pupils. • Stakeholders will understand the rationale behind restorative approaches. Staff will begin to feel more confident in holding restorative conversations with pupils.	Topic evaluations and assessments will show positive learning outcomes and engagement in wellbeing topic. 'Take 5' approach to Pupil Sampling will be used to evaluate emotional literacy and use of restorative practice. Regular discussions with support staff and teachers will indicate an increased understanding and level of confidence in holding restorative conversations.

Progress, Impact & Next Steps

Nurture Principles

Emotional Literacy & Restorative Practice

Priority 3		To raise attainment in writing, underpinned by increasing knowledge of, and taking developmentally appropriate learning and teaching approaches to, literacy.			
National Priority	Improving literacy attainment	**Key Drivers of Improvement**	Assessment of children's progress and school performance	**HGIOS 4 Quality Indicator**	2.3 Learning, teaching and assessment 3.2 Raising attainment
Evidence/Data Informing Priority – *why is this a priority for Hillside School?*		Raising attainment in writing by taking a developmental approach to literacy is a continuation from last session's school improvement planning cycle. Hillside School's progress is well documented in our Standards and Qualities report for 2019-2020. Most notably, action has led to positive projections for achievement of a level with most children at Primary 1, 4 and 7 on track. However, projections were largely formulated at the time of school closure in March 2020 and so tracking the progression of pupils, monitoring and responding to trends and gaps in literacy and building consistency across the school (Nursery to Primary 7) by establishing effective developmentally appropriate programmes, remain priorities. Highland Literacy materials have proven (through quantitative data) to impact positively on Nursery – Primary 2 pupils. There is scope to build on this year on year, taking a whole school approach where possible. Raising attainment in literacy is also both locally and nationally relevant as outlined in the **National Improvement Framework (Scottish Government 2019)** and **Norther Alliance Regional Improvement Collaborative (Phase 3)** actions plans.			

Action & Leadership of Change	Expected Impact	Measures
Emerging Literacy To begin introducing all staff to whole school emerging literacy approaches through introductory training and gap tasks. Early Years Practitioners to continue to explore the Highland Literacy Early Learning and Childcare toolkit training and to engage with reflection activities, leading to deeper literacy experiences indoors and outdoors, and improved outcomes for learners. To use emerging literacy screeners to support the learning and teaching of literacy in Primary 1 and 2, and beyond Primary 2 where appropriate. To implement and evaluate the revised grammar progression established by the Literacy working Group of session 2019-2020. To review the phonics and spelling progressions across the school.	**Emerging Literacy** - Staff will have an improved understanding of some components which underpin effective listening and talking, reading and writing and will begin to consider these when assessing and planning for their learners. - Nursery children will experience deep, responsive learning opportunities both indoors and outdoors where they can demonstrate and utillise emerging literacy skills in varied contexts- during free play, child led and adult support situations. - Nursery staff have increased confidence responding to children's play and leading learning which will develop **Pre Writing skills** and the first 5 **phonological awareness elements** – listening and attention, auditory discrimination, visual and auditory memory, word boundaries and rhyme awareness and detection. - Emerging Literacy assessments will identify areas of strength and development areas for Primary 1 -3 pupils. Staff will use assessment information to make	**Emerging Literacy** Collegiate discussion/gap tasks will be used to reflect on emerging literacy approaches. Nursery Learning Visit in Term 2 and Learning walks in term 4 – as per quality assurance calendar. Nursery to make use of prewriting and phonological progression observations and assessments for transition purposes. Fine Motor and Phonological Awareness assessments: - All Primary 1 in terms 1, 3 and 4 - All Primary 2 in term 1 and as required thereafter - Identified Primary 3 pupils (and beyond if necessary) in term 1 and as required thereafter

	informed professional judgements and to plan for improved outcomes for learners.	Use of whole school emerging literacy audit tools.
	• Children in the Early Years (Nursery and Primary 1) will develop the foundational skills required to achieve Early Level outcomes in Literacy.	Learning Visits and jotter sampling to focus on literacy as per quality assurance calendar.
	• A consistent approach (progression) will be in place for the teaching of phonics, spelling and grammar. Children will experience learning appropriate for them considering their phonological and cognitive development. Children will respond positively to the revised progressions in place.	Agreement across teaching staff on phonics and spelling progressions. Views of staff gathered through collegiate time and school improvement reflection.
	• Revised Primary 1 phonics will support motor control development, as letters with similar formation patterns will be introduce before more complex formations e.g. c, a, d, g, o	
Writing Guidance To continue to develop a developmentally appropriate writing programme for Primary 1, where cognitive and psychomotor skills are recognised and drawing, sequencing and storytelling are prioritised in the first terms of schooling. To develop writing guidance for Primary 2 – 7, underpinned by emerging literacy approaches, demonstrating a broad range of experiences, frameworks and benchmarks (not only those that target conventional writing through 'tools for writing').	**Writing Guidance** • Primary 1 will have a progression for writing in place leading to consistency across classes and supporting professional judgements for assessing achievement of Early Level. • Research will underpin the learning and teaching of writing. • Primary 2-7 will have developing guidance on progressing writing across First and Second Level. This will support consistency and professional critical reflection. Guidance will build on foundational skills explored at Early Level. • All children will experience a developmentally appropriate writing curriculum, with staff having an understanding of both the cognitive and psychomotor skills necessary for conventional writing. • Children will be able to story tell in various forms.	**Writing Guidance** Draft writing guidance for Primary 1 and Primary 2-7 will be in place by the end of the academic sessions. Staff views will be shared and responded to through collegiate meetings at whole school and stage levels, and through critical reflection, moderation, and quality assurance.

Assessment, Tracking and Support	**Assessment, Tracking and Support**	**Assessment, Tracking and Support**
To develop consistency in the tracking and monitoring of literacy in Nursery. To agree on the use of the Criterion Scale for Primary 2 -7 for formal and summative assessment purposes. Continue to implement and make use of assessment, tracking and moderation opportunities to critically reflect on pupil progress and data, and to provide universal/targeted support as required. Pupil Support Assistants to support with targeted support for children RS in writing/emerging literacy (PEF funding allocation). To continue developing and implementing effective feedback strategies (building on school improvement priorities for last session 2019-2020).	• Literacy attainment will be a central feature of Hillside School's priorities. • Pupils will make good progress which will be demonstrated through robust tracking. • Hillside will be able to demonstrate attainment over time across Primary 1-7, including pupils identified for universal/targeted support. • Teachers will make more confident, critically reflective judgements about attainment considering a range of assessments. They will be able to articulate the approaches and interventions they implement and will have a better understanding of how children progress in writing. • The effective and appropriate use of AiFL and feedback strategies will be more consistent and visible across the school, relevant to the age, stage and understanding of children. • Feedback is supporting children move forward in Writing.	Senior Leadership Team members will have planning and tracking meetings with stages in term 1 and then with individual class teachers in terms 2, 3 and 4. Senior Leadership Team Tracking of writing to demonstrate progress, trends and required interventions including: • All pupils Nursery – Primary 7 • Identified pupils/groups requiring support • Achievement of a level data • Tracking attainment over time data Staff survey on the learning and teaching of literacy/writing.

Progress, Impact & Next Steps

Emerging Literacy

Writing Guidance

Assessment, Tracking and Support

Priority 4		To develop Hillside School's approach to profiling.			
National Priority	Improvement in skills and positive destinations	**Key Drivers of Improvement**	Assessment of children's progress	**HGIOS 4 Quality Indicator**	2.3 Learning, teaching and assessment
Evidence/Data Informing Priority – *why is this a priority for Hillside School?*		Over the past year identified Primary classes, and one nursery key group have trialed the use of Seesaw for recording learning and wider achievement. The response has been positive with all staff present at February Inset 2020 acknowledging the many strengths of the platform. When schools closed in March 2020, Seesaw was used to provide home learning and communicate teacher-pupil feedback. Parental questionnaires during this period indicated that Seesaw was user friendly for both parents and children. Seesaw will therefore be used across Nursery – Primary 7 for session 2020-2021. Practitioner confidence in using Seesaw has increased as a result of lockdown and so focus will now be needed on how to make use of Seesaw in class, to build knowledge and understanding about the substance of profiling and building consistency in documenting children's latest and best achievements. Policy drivers at a national level include Education Scotland and Skill Development Scotland's suit of support documentation for profiling skills and achievements.			

Action & Leadership of Change	**Expected Impact**	**Measures**
Staff Knowledge and Understanding To deliver staff collegiate sessions on Profiling, underpinned by Education Scotland and Skills Development Scotland's 'Supporting young people in profiling their skills and achievements' documentation. To deliver staff training on the use of Seesaw to support the effective use of technology for capturing achievements in class. Teacher leadership can be used to lead change and support staff, particularly those with digital technology training and those who trialed Seesaw last session.	**Staff Knowledge and Understanding** • Staff have a developing understanding of what a profile is, what a profile may contain and why profiling is important. • Staff will be able to use Seesaw to support profiling, and the sharing of achievements with families, with increased confidence.	**Staff Knowledge and Understanding** Collegiate dialogue through stage moderation and planning and tracking meetings.
Profiling Achievement Staff to engage pupils in ongoing discussion about their learning, achievements and progress according to their stage of developments. Staff to support children select/document achievements for their profile – with children taking increased ownership of the process (relative to age and developmental stage).	**Profiling Achievement** • Hillside School will have on online system in place (Seesaw) for recognising and sharing achievements. This system will support Hillside document successes in a continuous and progressive manner. • Staff will support their children engage with ongoing discussions about their learning, skills, achievements and future. They will begin making links between their skills and the world of work.	**Profiling Achievement** Quality assurance through profiling sampling across all year groups as per quality assurance calendar. Pupil focus groups.

Profiling access to be shared will parents/carers. Nursery staff will document observations and next steps using the Seesaw platform demonstrating literacy, numeracy, health and wellbeing and learning across the curriculum progress, and wider achievements.	• Children will become more aware of their achievements within and out with school. • Pupils will feel confident using Seesaw as on online profiling platform and can use the basic tools included with increased independence- with senior pupils taking more ownership over the process. • Parents/cares will receive profiling updates outlining their child's latest and best achievements. Parents/carers will have opportunities to comment and respond during these times. • Nursery profiles will demonstrate consistent observations for key areas of the curriculum, and wider achievement. Records will illustrate learning captured, context if appropriate and next steps/evaluation as necessary. Records will be made frequently and outline developmental progression of knowledge and skills.	School wide parental questionnaire will seek comments/views about developing profile approaches. Nursery profiling sampling through SLT quality assurance and through support and ongoing guidance from Lead Practitioners.
Moderation To agree on how profiles should evolve over the year (including agreement in minimum requirements), according to the development stage of pupils. To view examples of digital profiling from other settings, including those outlined as best practice through Education Scotland. To respond and address the challenges of introducing a digital platform for profiling. These points should be considered through the session, particularly at the set-up/beginning stage. To engage with reflective questions for profiling (Education Scotland).	**Moderation** • There will be a consistent approach to profiling across the school. • Practitioners will consider profiling with increased professional criticality by engaging with reflection questions- leading to evolving improvements as we develop our processes.	**Moderation** Quality Assurance to include profile sampling and feedback. Reflective Questions for staff.

Progress, Impact & Next Steps

Staff knowledge and understanding

Profiling achievement

Moderation