



**Orphir Community School
Orphir Early Learning & Childcare**

**Standards and Quality Report 2023-2024
and
School Improvement Plan 2024-2025**

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National and Orkney Islands Council (OIC) Local Priorities

<p>The Scottish Government’s vision for education in Scotland:</p> <ul style="list-style-type: none"> • Excellence through raising attainment and improving outcomes. • Achieving equity. <p>Key priorities of the National Improvement Framework:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people’s health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy. 	<p>NIF drivers of improvement in the outcomes achieved by children and young people are:</p> <ul style="list-style-type: none"> • School and ELC leadership. • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. • Curriculum and assessment. • School and ELC improvement. • Performance information. 	<p>Scottish Attainment Challenge (SAC): Scottish Attainment Challenge: framework for recovery and accelerating progress. Scottish Attainment Challenge Logic Model – Tackling the Poverty-Related Attainment Gap – Our Theory of Change.</p> <p>SAC Organisers:</p> <ul style="list-style-type: none"> • Learning and teaching. • Leadership. • Families and communities.
<p>OIC National Improvement Framework Plan.</p> <p>3 main themes:</p> <ul style="list-style-type: none"> • Health and wellbeing. • Learning and teaching. • Self-evaluation. 	<p>OIC Children’s Services Plan.</p> <p>Priorities for 2021-23:</p> <ul style="list-style-type: none"> • Mental health and wellbeing. • Overcoming disadvantage. • Care and protection. • Equality and empowerment. • Options and opportunities. 	<p>OIC Community Plan</p> <p>4 priorities:</p> <ul style="list-style-type: none"> • Connectivity. • Sustainable recovery. • Community wellbeing. • Partnership workforce development and planning.

Standards and Quality Report 2023-2024.

The context of the school:

Orphir Community school is a bright and spacious building that was opened in 1997. It is scenically located in front of the Orphir hills and overlooks Scapa Flow. The school is at the heart of the Orphir village and serves the local Orphir parish. This year we have a Nursery class, P1-3 class and a P4-7 class. As we are a Community School the building is used by various community groups on evenings and weekends. Our outside grounds are attractive, welcoming and the children benefit from large grassy and woodland areas as well as a play park and netball court with various markings. The school has a linked Head Teacher with Stenness Community School and is well staffed. The Principal Teacher, Class Teachers, Support for Learning Teacher, ELC staff and Support for Learning Assistant work well with the Janitor, Clerical, Auxiliary, School Meals team and visiting specialists to help make Orphir a welcoming and fun place to be.

<p>Vision:</p> <p>Flourish and grow into the person that you want to be.</p>	<p>Values:</p> <p>Creativity Kindness Respect Teamwork</p>
<p>Aims:</p> <p>Our aims have evolved throughout our journey towards becoming a silver rights respecting school in session 2023-2024. We uphold these six rights from the UNCRC as our school aims and as part of our school charter:</p> <ul style="list-style-type: none"> • Best interests of the child (3). • Make rights real (4). • Respect for children’s views (12). • Share thoughts freely (13). • Setting up or joining groups (15). • Everyone must know children’s rights (42). 	<p>Curriculum Rationale:</p> <p>We want the children of Orphir Community School to:</p> <ul style="list-style-type: none"> • Be healthy, happy and resilient. • Be literate and numerate. • Be open minded, creative and inquisitive. • Be able to set and achieve realistic goals for themselves. • Experience success, learn from their mistakes and achieve aspirations. • Show respect and care for others. • Take an active role in the life of the school and the wider community. • Understand Orkney’s unique location, culture and history to promote a sense of belonging. • Have an understanding and awareness of the wider world. • Develop a variety of skills to enable them to meet the demands of learning, life and work. • Have the confidence, awareness and information needed to help them make positive future life choices. • See learning in all contexts as fun, purposeful and challenging. <p><i>Our Curriculum Rationale will refresh as part of our 2024-2025 School Improvement Priorities</i></p>

How successful were our improvements – progress made with the priorities from our 2023-2024 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1: Inclusion

Data/evidence that informs this priority:

- A self-evaluation of Quality Indicator 3.1 highlighted that inclusion is an area where there needs to be a greater whole school focus to ensure that our learners genuinely feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Within the last academic year at least 20% of our families have reached out with concerns that their child/children are struggling to learn successfully at school because of issues stemming from outside school.

Overall evaluative statement:

Our whole school development on Zones of Regulation has been instrumental in ensuring that all members of our school community have a consistent approach to understanding and managing their emotions. The initial work carried out will be continued next year, and onwards, to ensure the strategies are embedded and further developed.

NIF Key Drivers: <ul style="list-style-type: none"> • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. 	HGIOS4 QIs: <ul style="list-style-type: none"> • QI 2.1 – Safeguarding & child protection. • QI 2.5 – Family learning. • QI 3.1 – Ensuring wellbeing, equality and inclusion. 	CIQF: N/A
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Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
For all staff to have a better understanding of the wellbeing journey of each child and consistently use Zones of Regulation language and interventions for pupil support. For almost all learners to use Zones of Regulation	Roll out Zones of Regulation (ZoR) across the whole school from September onwards with training from IK and IS. Regular ZoR updates to parents through newsletters. Whole staff engagement with ZoR in August staff meetings focussing on	No	Build in fortnightly reflection lessons and strategies that engage the children with reporting on how they feel with their learning and emotions in and out of school. Reflection @ Orphir. Monitor the Leuven Scale teacher perceptions of each child's wellbeing on a BGE	Whole staff training ensured that all staff have a shared understanding of ZoR language. Due to this shared approach all learners have consistent language used with them when they need to regulate their emotions. Staff report that this consistency in language makes it easier to communicate when

<p>language and have an increasing understanding of what it means to be in each zone.</p> <p>For all learners across both classes to present as 4 or 5 on the wellbeing Leuven Scale by June 2024.</p>	<p>ZoR toolkits. Whole school display showing staff toolkits for ZoR.</p> <p>Develop pastoral notes to log wellbeing successes and concerns to share in ASN meetings that ensures the right information is passed to all staff through staff meetings and dialogue.</p> <p>Devise a way to make child plans a true working document that engages all staff to ensure each child receives the help and support that they need at the right time.</p> <p>IK and JK will deliver staff input on pupil voice to capture the voice of the child prior to child plan meetings to ensure their needs and feelings are fully captured.</p> <p>For those children scoring low on the wellbeing Leuven Scale use the GMWP questionnaire to dig deeper into individual feelings and emotions and monitor progress and interventions. Staff training may be required here.</p>		<p>reporting period timeframe and compare if these change with the use of the GMWP to help target interventions.</p> <p>Use ASN meeting to reflect on pastoral notes and child plans to ensure concerns are actioned and successes are recognised.</p> <p>An initial ZoR baseline assessment will be compared with a similar assessment in June to assess parental, pupil and staff impact.</p>	<p>children are in a heightened state. Staff also use this language and because of this our learners are anecdotally noticed to be increasing in their ability to empathise with others.</p> <p>All children from P1-7 have their own ZoR regulation toolkit (and use it) and there are now designated spaces inside and outside the school that children can use to regulate their emotions. The number of children now aware of where they can go to regulate their emotions (and how) is up by 40% in June 2024 (88%) compared to September 2023 (48%).</p> <p>Most of our learners now come in calmer from playtime and more ready to learn having employed some of their ZoR toolkit prior to learning. The P4-7 teacher reports there are less playground issue spilling into class time as the children are managing these themselves.</p> <p>Almost all children present as 4 or 5 on the Leuven Scale of wellbeing in June 2024.</p>
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				<p>Pupil voice sessions delivered by IK and JK resulted in child's views to be gather in advance of, and shared in, child plan meetings. this resulted in targets and interventions being more pupil focussed and relevant to what each child needs and feels they want. Staff report that these sessions were full of useful strategies and techniques that could be employed with all learners.</p> <p>The GMWP was not needed as no learners were scoring consistently low. In the case above where the learner was identified as a 3 the interventions were responsive to the triggers.</p>
<p>We would like to create a school nurture zone as currently we have no designated or safe nurture space defined for those children who have an identified neurological need or identified reason for retreat. These needs lead to heightened situations and responses which require them to regulate their emotions</p>	<p>Revamp (paint, bean bags, tents, lights) the existing library space to make it fir for purpose as an inclusive nurturing and wellbeing space for children to retreat to when needed.</p> <p>Develop scripts with staff that have a shared and common language to de-escalate heightened situations that have a consistent approach to regulation. Support staff to engage with the Education Scotland support</p>	No	<p>Monitor the Leuven Scale teacher perceptions of each child's engagement on a BGE reporting period timeframe.</p> <p>Class pre intervention assessments to focus on the factors which cause children to become disengaged with their learning. Review before and after interventions.</p>	<p>ZoR approaches were used with playground support staff as opposed to creating a newsletter chatter section. This ensured that children were given the time and spaces they needed in the moment and because of this staff report that pupils enter school more ready to learn.</p> <p>A learner who previously spent more than half of her time outside the class environment (library, den, open area) now</p>

<p>before they are ready to learn.</p> <p>Teachers report that the number of children needing to retreat or needing help with regulation is high. We would like the strategies and wellbeing space to be used independently over time.</p> <p>For all our learners to present as 4 or 5 on the Leuven Scale of engagement.</p>	<p>pathway to help add further reinforcement to scripts.</p> <p>Devise a range of co-constructed help strategies (by pupil and teacher) that can be accessed in the nurture space to help children regulate.</p> <p>Staff to visit other nurture spaces in the authority to view good practice.</p> <p>Staff to analyse and reflect on the circle resource (and others signposted by pupil support) for inclusive pedagogy to ensure their learning spaces and practice is fully inclusive and feels like home.</p>		<p>Staff self-evaluations on their own teaching spaces that reflect inclusive approaches.</p> <p>A 'Playground Chatter' section for the newsletter that highlights and reflects a positive ethos and nurturing approach to heightened situations in the playground.</p>	<p>spends more time in class than they do out of class and has asked for their personal regulation space to be in the class environment rather than outside. The same learner now has a modified timetable that ensures 1:1 playground support is provided and a curriculum timetable that is based around ZoR and achievable tray tasks. Because of these adaptations the learner has made good progress towards their staged intervention targets and presents a wellbeing score of 4 in June 2024 compared to a 2 in September 2023.</p> <p>Although no staff visited nurture spaces in the authority our own audit of our spaces and analysis using the circle resource led to a plan to enhance the use of the third classroom and create a new outside calming space.</p> <p>Circle resource training delivered by KD at a staff in addition to local authority training led to staff completing an audit of their own environments to assess how inclusive they were and how these supports (or not) all learners. This audit, alongside</p>
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				<p>the pupil wellbeing survey highlighted areas that need to be actioned and addressed in session 2024-2025.</p> <p>Much of this priority was put on hold and our capacity for change was limited due to Flotta mothballing and staffing levels reducing.</p>
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SCHOOL IMPROVEMENT PRIORITY 2: Writing

Data/evidence that informs this priority:

- Teaching and learning features in all of Orkneys schools across session 2023-2024 as inspired by in-service training delivered by Bruce Robertson, author of 'The Teaching Delusion.'
- A review of our school systems highlighted a gap in literacy and numeracy pathways.
- The same review highlighted that our school has no robust writing framework.
- Standardised data reporting the number of learners exceeding their pathway in writing (38%) is not reflected in teacher professional judgement (6%).

Overall evaluative statement:

Talk 4 Writing in P4-7 has been hugely successful in developing writing pedagogies and approaches within the multi-composite environment. It has followed on timely from our development work last year on talking and listening and has been well received. Many of the approaches will continue to be used and developed next year and will support work we have planned in pupil led learning.

NIF Key Drivers: <ul style="list-style-type: none"> • Teacher and practitioner professionalism. • Curriculum and assessment. 	HGIOS4 QIs: <ul style="list-style-type: none"> • QI 1.3 – Leadership of change. • QI 2.2 – Curriculum. • QI 2.3 – Learning, teaching and assessment. 	CIQF: N/A
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Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
We would like to implement a whole school writing programme or structure as this is an identified gap in our curriculum reflection. Across Orphir & Flotta 88% of our learners are on target to achieve the next level in their level pathway	Critically evaluate timetables to ensure a focus on high quality teaching of writing is protected. Develop literacy pathways to track all pupils individual writing pathway in line with BGE tracking statements. Devise a writing programme that shows progression across the three CfE levels.	Yes	Cold pieces compared to hot pieces to show impact of T4W. Learning conversations with children to check their awareness of what they are doing well, how they need to improve, how they can improve and their knowledge	Across both classes writing lessons occurred weekly and as a result of this when asked about their writing all Learners in P4-7 state they have enjoyed pieces linked to their IDL topic and 76% are on track to achieve their next level with 12% exceeding their level pathway. Within Talk 4 Writing P4-7 learners were provided with high

<p>but with only 6% exceeding. By June 2024 we would like to increase the number of those exceeding their level pathway to 25% across both schools.</p>	<p>Thorough unpicking of QI 2.3 to identify areas of strength and identify genuine areas for development.</p> <p>Develop the P1-3 Story of The Week to consider best practice in the teaching of writing, pupil feedback, next steps and assessment is for learning strategies.</p> <p>Extend the teaching of Sounds Write to our P3 learners whilst managing multi composite classes.</p> <p>P4-7 (& Flotta) to engage with the Talk 4 Writing approach to consider best practice in the teaching of writing, pupil feedback, next steps and assessment is for learning strategies.</p> <p>Develop marking and feedback strategies that encompass self-marking, peer marking, teacher marking and feedback.</p>		<p>of where they are in their level pathway.</p> <p>Learning Walks with a focus on writing using a co-constructed lesson toolkit that unpicks what a high-quality lesson looks like.</p> <p>Head Teacher quality assurance of the teaching of writing, planning and pupil work.</p> <p>BGE tracker 1:1's with Head Teacher and QIO.</p>	<p>quality learning which led to observed high engagement in writing and strong collegiate links with another school developed pedagogies in writing.</p> <p>A 1:1 SfLA has ensured Early Level learners have been extended in their creative writing with all children making their expected progress.</p> <p>Although we have not increased the % of learners across the school who exceed their level pathway the number remains consistent at 6%. Teacher judgement is based more on evidence of pupil work rather than standardised one-off snapshot data. Our overall school attainment in writing in June 2024 is sitting at 84% on track to achieving their next level and although this is a dip from 97% in September practitioners are more confident in their own judgements.</p> <p>Although we have not developed a programme in writing across the whole school we quickly identified that our approach to writing needs to be more responsive due to the</p>
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				<p>nature of multi-composite classes and the needs within those classes. Because of this our writing pathways have been developed to focus more on learning rather than following a prescribed sequence of lessons.</p> <p>The literacy pathways that have been developed will support teachers with tracking learners literacy pathway encouraging a breadth of writing experiences for the children as well as aiding teacher judgments when levelling.</p> <p>In P1-3 Parallel spelling test scores showed that 86% of learners are on track or above. The remaining 14% have literacy challenges which as being addressed.</p> <p>Head Teacher BGE tracking meetings have been more focussed when trying to gain clarity of learner levels for those not achieving or on the cusp in writing. As a result of this the Head Teacher has a greater understanding of the story of each learner and steps have been put in place to enhance</p>
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				<p>targeted support throughout the school.</p> <p>This year our capacity for improvement was impacted due to the loss of the Flotta Principal Teacher and our approaches had to be scaled back due to this change in resource.</p>
<p>Ensuring meaningful engagement with QI 2.3 Learning & Teaching to ensure best practice is evident across all classes.</p> <ul style="list-style-type: none"> • Theme 1: learning and engagement • Theme 2: quality of teaching • Theme 3: effective use of assessment • Theme 4: planning, tracking and monitoring. 	<p>Co-create toolkits to reflect each theme and WAGOLL in each theme as part of our QA process for the areas below:</p> <ul style="list-style-type: none"> • planning • learning walks • pupil evidence • reflecting on practice <p>Collegiate sessions with Stenness to focus on:</p> <ul style="list-style-type: none"> • moderation (VL) • AfL TLC (JD) • Sharing good practice in writing (CT) 	No	<p>PRD discussion using teaching and learning self-evaluation wheels.</p> <p>School self-evaluation activities.</p> <p>Critically analysing the impact of toolkits and editing to make them more workable.</p> <p>Staff professional dialogue.</p>	<p>JDs TLC sessions provided all staff with the opportunity to set personal targets to improve their assessment and feedback strategies.</p> <p>Moderation sessions led by VL enabled staff to critically evaluate different moderation templates to use whilst focussing on a particular subject area to moderate next session.</p> <p>This year our capacity for sharing good practice lessened due to the loss of the Flotta Principal Teacher and our approaches had to be scaled back due to this change in resource.</p> <p>A deep dive of QI 2.3 highlighted strengths and areas for improvement across all four themes and as a result of this has identified specific targets</p>

				<p>that will ensure continued improvement in session 2024-2025.</p> <p>Although a set of toolkits have been created their overall effectiveness has yet to be evaluated. Once evaluated they will be edited for session 2024-2025.</p>
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ELC IMPROVEMENT PRIORITY 1: Planning and Tracking Pupil Progress

Data/evidence that informs this priority:

- With new ELC staff the planning cycle needs to be changed and made manageable.
- A self-evaluation of current pupil tracking systems highlighted the need for procedures to be more 'user and parent' friendly.

Overall evaluative statement:

Development work in planning and tracking has been very successful and as a result of this good practices are now in place for moving forward with a new nursery team next year. Our approaches developed complement our desired to work within a responsive and child led framework where our youngest learners are directing the path and pace of their own learning.

HGIOELC QIs: QI 1.2: Leadership of learning. QI 2.2: Curriculum. QI 2.3: Learning, teaching and assessment. QI 3.2: Securing children's progress.		Care Inspectorate Quality Framework: QI 1.3: Play and learning. QI 3.1: Quality assurance and improvement are led well. QI 4.1: Staff skills, knowledge and values.	
Outcomes for learners: We want planning to be more child lead which details progressions and next steps in learning.	Actions/Approaches/Interventions: Follow the planning cycle (observations – notes – next steps). Shift existing planning structures from plans being on a single piece of paper to being on the wall with an inwards, looking outwards approach.	Measures: Quality Assurance sessions with the Nursery Manager to monitor progress. Weekly reflection sessions (with a little and often approach) to ensure momentum is maintained with tracking progress, planning and learning.	Impact: Both practitioners report that by following the planning cycle and using the whiteboard to plan on a fortnightly basis has ensured that learning is truly child lead. Parents receive this planning fortnightly and are invited to give feedback.
We want to ensure that our youngest learners experience as broad a range of learning experiences as possible and are challenged as appropriate	Devise ways that evidence planned experiences so that the children can reflect on their own learning.	Regular self-evaluation sessions to focus on what is working – impact this is having on the learners and how we can address any particular challenges.	Group times are planned for the stage and development of each learner. Planned activities are now more tailored to learner need. Because of this the

<p>in not only child lead learning but group time sessions with the perfect balance of both.</p>	<p>Big floor books will be used for the child to contribute to and reflect on their learning in groups. Children will have access to this daily.</p> <p>Peedie floor books will be used to engage the children with their learning across all curricular areas.</p> <p>These same floor books will be used to track individual progress and highlight next steps in learning. Children will have access to this daily.</p> <p>Busy Books will be used to record their personal successes and achievements or areas of their learning that they would like to take home and share.</p> <p>Build in regular times (as manageable as possible) with the Nursery Manager to review progress in big floor books and Peedie floor books and Busy Books.</p>	<p>Schedule collegiate times with Stenness to share good practice in planning and self-evaluation.</p>	<p>learners are reported to be more confident, engaged more in activities and are able to concentrate for longer. Both practitioners report that this has had positive impact on all learners across the nursery. This approach has also enabled each practitioner to easily identify where learners need specific support and have been confident to address this.</p> <p>Peedie floor books and learners having ownership of these has resulted in observed anecdotal improvements in both literacy and numeracy. As children have direct access to their floor book both practitioners state that all children now show an interest in these. Parental feedback is positive and they like to see what has been learned but in a parent friendly way.</p>
<p>We want to increase engagement with the Early Level Experiences and Outcomes to track pupil progress.</p>	<p>Use group times to ensure any gaps in identified coverage (or not as the case may be) are addressed.</p> <p>Use group time for Speech and Language and Sign Language sessions with the children.</p>	<p>ELC Teacher & Nursery Manager to evaluate how we are doing and provide relevant, purposeful and manageable feedback.</p>	<p>Both practitioners now use Early Level Es and Os in a reflective way. This means that both practitioners now have a greater understanding of learner tracking, especially those that are ready for P1.</p>

			<p>Although there were not as many scheduled times planned with the Nursery Manager as desired, both practitioners did however engage collegiately with Stenness Nursey and audited each other's planning, group times and learning journals. Both practitioners felt that this collegiate working has broadened their ideas spectrum and has provided an opportunity to share a joined vision.</p> <p>Learners are engaged in Daily sign language and this has helped improve their communication and literacy skills. Two learners with language challenges have adopted these approaches well and both practitioners can notice a clearer sound formation of one of those learners. Barbara Balcombe sessions have increased both practitioners' knowledge and skills of using sign and they report this has been well received.</p>
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ELC IMPROVEMENT PRIORITY 2: Spaces and Environments

Data/evidence that informs this priority:

- The Nursery refurb has highlighted the need for a change in spaces.
- Practitioner observations have highlighted the need for change.

Overall evaluative statement:

Our indoor nursery refurbishment and development of our outdoor spaces has resulted in a completely new nursery layout with a range of inviting and curious spaces for the children to learn and explore. Almost all of our youngest learners are observed to be engaging more in all of the spaces with an increasing number showing an interest to play outside.

HGIOELC QIs: QI 1.1: Self-evaluation for self-improvement. QI 2.2: Curriculum. QI 2.3: Learning, teaching and assessment. QI 3.3: Developing creativity and skills for life and learning.		Care Inspectorate Quality Framework: QI 1.3: Play and learning. QI 2.1: Quality of the setting for care, play and learning. QI 3.2: Leadership of play and learning.	
Outcomes for learners: We want to make all of the areas (inside and outside) more inviting for the children to engage them with their play and learning.	Actions/Approaches/Interventions: Audit when and how often resources are used and rotated and made available to the children. Decorate the nursery to make it feel more homely, cosy and welcoming (hessian boards, fairy lights, plants, rugs, drapes).	Measures: Photos of the children in their new spaces with pupil comments logged in floor books on their 'new Nursery'. Planning will highlight where specific learning and play activities are due to take place.	Impact: It has been observed by both practitioners and visitors to the Nursery that learners are busy in their setting and it has been observed as being a rich environment. Because the Nursery is more cosy, homely and welcoming the learners are reported to be calmer and appears more inviting. Parental feedback highlights that the nursery is homely and that they could stay in the setting all day quite easily.

			<p>By replicating the outdoor spaces to make them more like their home environments has seen a greater play engagement in the children. Parental feedback on the outdoor space has been positive and has ensured that both practitioners continue to develop the space available.</p>
<p>We want a clear rationale for the spaces that we have, why we have resources in them and what we want to achieve from the children being in those areas.</p>	<p>Observe and liaise with the children to see where their interests are and what resources need to be provided to enhance their learning.</p>	<p>Friday reflection/self-evaluation sessions to continually audit the use of spaces to make sure they are working and are fit for purpose.</p> <p>Engagement sessions with the Nursery Manager to reflect on what is working and then looking forwards to what is next.</p>	<p>Liaising with the children about what they wanted their spaces to look like has resulted in an outdoor area with a fire pit, fairy world, dinosaur world and plant areas. Both practitioners report that the learners are more engaged in their play with free access to the resources in the shed. The door is now open from 10:30 onwards and this allows free flow access to the outdoors. This has resulted in roughly 80% of the children choosing to go out on dry days. Both practitioners also report that they feel they are more able to meet the needs of learners who naturally gravitate to the outdoors. This additional space has also created more spaces inside as the learners are able to utilise the outside space. This has resulted in a rise in independent play by all of the children as they have more</p>

			access to what they want and need.
We want a calming space for our learners to retreat to if and when needed.	<p>Create a designated cosy/calming space where emotions and moods can be discussed in a safe space.</p> <p>Parental updates on Seesaw to keep them abreast of changes in the spaces.</p>	Parent feedback – stay and play sessions to see the spaces from the eyes of the parent.	<p>Identified children are able to use the cosy/calm space and are able to move to this independently. This means that those who needs it are able to relax and regulate their own emotions as and when they need to.</p>

Pupil Equity Funding Report 2023-2024.

Total funding for 2023-24:	£6,780 (due to a reallocation of funds)	Percentage of school roll (%):	6%
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Rationale for Spend:	Activities/interventions:	Evaluative statement:
<p>The rationale for our spend at Orphir is due to our awareness of the current high cost of living crisis which includes heating, food and the pressures of life which as a result could impact the engagement of many of our learners. We will continue to identify and narrow the equity gap for learners.</p>	<p>We purchased a range of fidget toys to be used by learners who needs regulation.</p> <p>We employed a class teacher to carry out group work with individuals and groups of pupils on:</p> <ul style="list-style-type: none"> • Phonics activities to help complement sounds write and the teaching of reading. • Using purchased Stile Tiles to reinforce previous learning. • Using purchased comprehension boxes to develop literacy confidence and understanding prior and post class work. • Using purchased reading books to maintain enthusiasm and engagement with reading. <p>A class teacher engaged with the first stage of Talk 4 Writing training to help encourage imitation and innovation in writing.</p>	<p>PEF spend in 2023-2024 was strategically used to target those children in receipt of free school meals or at risk of falling into the equity gap. As a result of this all relevant learners who engaged with PEF resources made some form of progress in line with their own pace on their levels pathway.</p>

School self-evaluation 2023-24 using HGIOS4.

Quality Indicator	Evaluation HGIOS4 six-point scale	Evidence
1.3 Leadership of Change	Good	<ul style="list-style-type: none"> • This year our Rights Respecting School P6 steering group developed our school charter and drove forward a rights-based approach to our school ethos through their pupil led leadership. As a result of this we were gained our Silver Accreditation on 13th May 2024 and all learners across P1-7 feel safe here at our school. • Cross school TLCs led by the PT have allowed staff to reflect and build on their pedagogical practice and ensured a focus has been placed on building principles for effective teaching and learning. • We have increased the opportunities available for parental, learner and staff feedback to ensure we drive forward continuous improvement across our school. This has resulted in a 'you said' 'we did' approach to acting upon feedback. Most of our learners (85%) now feel they have a voice (June 2024) compared to the majority (59%) in September 2023.
2.3 Learning, Teaching and Assessment	Satisfactory	<ul style="list-style-type: none"> • Engagement levels in our learners are very good with almost all (94%) of our learners presenting as a 4 or 5 on the Leuven Scale of engagement in June 2024. • This year our use of New Group Reading Tests, Parallel Spelling test data and Sumdog diagnostic assessments has helped complement our summative assessment bank as because of this our staff feel they are very good at using data to support their professional judgements. • Our ASN meetings continue to be of high quality based on a 3C approach – continuous, collegiate, communicative. Because of this all staff are aware of the staged intervention process and their responsibility to progress the learning of those who face additional challenges.
3.1 Ensuring Wellbeing, Equality and Inclusion	Good	<ul style="list-style-type: none"> • Our teaching staff have a holistic approach to GIRFEC and a good understanding of the contributing factors to good wellbeing in our children. We set targets to ensure all of our learners can access their learning and as a result of this in June 2024 97% of our learners present as a 4 or 5 on the Leuven Scale of wellbeing with the other 3% having targets in place to support their score or 3 and transition to secondary school.

		<ul style="list-style-type: none"> • Mindful March this year supported staff with resources and opportunities to explicitly plan and teach the wellbeing indicators in a holistic sense. Our learners engaged in wellbeing activities which highlighted the correlation between the wellbeing indicators and how the 5 Ways to wellbeing can positively impact these. In June 2024 96% of our learners knew how to keep themselves healthy compared to 84% in September 2023. The remaining 4% consisted of a learner who was new to our school and had not engaged with the content but had a HT 1:1 session to further explain the 5 Ways to Wellbeing and the link to good. physical and mental health. • This year we achieved our Silver Rights Respecting Schools Accreditation and formulated a charter which links explicitly to our vision, values and aims. Our Steering Group drove forward the whole school teaching of rights from a pupil led perspective and on 13th May 2024 we were Silver Accredited. In June 2024 all of our learners stated that they felt safe at our school.
3.2 Raising Attainment and Achievement	Satisfactory	<ul style="list-style-type: none"> • Pupil choice in whole school IDL planning was very successful and teachers reported high levels of engagement across both classes, especially in classes where children were asked ‘what will we do?’ • This year where we have provided freedom of choice through play across both classes has seen a notable increase in learners growth mindset, creativity and problem-solving skills. Where freedom of choice is great, our next step is to use the teacher as a resource to add depth, breadth, discussion and ownership over learning and environment in a truly pupil led way. • Our attainment in Literacy overall is good with 84% achieving in all three organisers and very good in Numeracy with 94% achieving. Where these statistics are good, we need to continue to ensure our TPJ triangulates with evidence provided, standardised data and CfE benchmarks to ensure our learners are progressing through their pathways at the right pace.

Language of evaluation:

All	100%
Almost All	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority Less than Half	15% - 49%
A few	>15%

HGIOS4 six-point scale:

6	Excellent	Outstanding and sector leading
5	Very good	Major strengths
4	Good	Important strengths, aspects require improvement
3	Satisfactory	Strengths just outweigh weaknesses, action required
2	Weak	Important weaknesses, requires prompt action
1	Unsatisfactory	Major weaknesses requiring immediate remedial action

Self-evaluation using HGIOELC.

Quality Indicator:	Evaluation: Quality Framework	Evidence:
1.3 Leadership of Change	Good	<ul style="list-style-type: none"> Both practitioners have taken on an active leadership role in the development of the nursery as part of the refurbishment. As a result of this the children now have more spaces to grow and learn. Parents regularly comment on how happy and settled the children are in their new spaces. Developing the outdoor space to make it more meaningful and inviting has enhanced children's learning which is documented in the outdoor book.
2.3 Learning, Teaching and Assessment	Good	<ul style="list-style-type: none"> The shift in planning structure to following the planning cycle and planning responsively on a two weekly basis has ensured learning taking place in the nursery is visible and documented in the planning floor book – this is now shared with parents. Both practitioners report that this way of planning is more manageable and very child lead which the children are actively involved in.
3.1 Ensuring Wellbeing, Equity and Inclusion	Good	<ul style="list-style-type: none"> The development of an inclusive calming space in the nursery has ensured that the children have an area in the nursery in which they can retreat to and feel safe if they need to. Both practitioners report that this gets used daily and children feel confident to use this space independently if and when they need to. Care plan meetings which are held tri annually have ensured staff and parents are fully up to date on each child's wellbeing needs. Because of this practitioners are well placed to make any referrals to outside agencies to help get our children the support and interventions they need (speech therapy etc).
3.2 Securing Children's Progress	Good	<ul style="list-style-type: none"> Learning stories are shared with parents twice a year and this allows the parents and extended family to contribute any home learning. This ensures that a good home-nursery link is maintained and the children know they have their own identity as well as being able to lead their own learning in their own way. Learning is well tracked and dated in each child's learning journal and where there are identified gaps this is addressed in either group times or planned continuous provision.

Most recent Care Inspectorate quality grades (Date of grades being awarded):

Quality Care Standards:	Evaluation: CI six-point scale.
1.1 How good is our care, play and learning?	Good (2018)
2.2 How good is our setting?	Good (2018)
3.1 How good is our leadership?	Good (2016)
4.3 How good is our staff team?	Very Good (2016)

Care Inspectorate six-point scale:

6	Excellent.	Outstanding or sector leading.
5	Very good.	Major strengths.
4	Good.	Important strengths, with some areas for improvement.
3	Adequate.	Strengths just outweigh weakness.
2	Weak.	Important weakness – priority action required.
1	Unsatisfactory.	Major weakness – urgent remedial action required.

Education Scotland six-point scale

6	Excellent	Outstanding and sector leading
5	Very good	Major strengths
4	Good	Important strengths, aspects require improvement
3	Satisfactory	Strengths just outweigh weaknesses, action required
2	Weak	Important weaknesses, requires prompt action
1	Unsatisfactory	Major weaknesses requiring immediate remedial action

Language of evaluation:

All	100%
Almost All	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority Less than Half	15% - 49%
A few	>15%

Collaboration and Consultation with our Stakeholders in session 2023-2024:

Who?	When?	How?	What? PEF/ScIP:	What did we find out? (Bullet points on key themes):
Staff:	Term 4	Staff Survey Self-Evaluation	ScIP	<p>What could we do better at next year?</p> <ul style="list-style-type: none"> • Pupil voice and pupil choice. <ul style="list-style-type: none"> - A pupil voice group consultation took place in term 4 and the results will determine pupil voice groups for 2024-2025. - Pupil choice in learning will feature as a priority in our 2024-2025 SIP. • Zones of Regulation information for those who part of it day to day. <ul style="list-style-type: none"> - This will form part of our 2024-2025 general development. • Recognising neglect, noting concerns and chronologies. <ul style="list-style-type: none"> - This will feature in our August 2024 Child Protection In-Service training.
Learners:	Term 1 Term 4	Wellbeing Survey Wellbeing Survey	ScIP	<ul style="list-style-type: none"> • In Term 1 43% of our learners felt that pupils behaved well at our school and 74% felt safe. <ul style="list-style-type: none"> - Our Rights Respecting School steering group formed our school charter and drove forward a rights approach to our ethos and in June 2024 100% of learners reported they felt safe with the percentage feeling that pupils behaved well rose to 85% with the remaining 15% engaging with HT 1:1 sessions to further unpick any areas for further development. • In Term 1 40% of our learners knew what to do if they felt worried about something at school. <ul style="list-style-type: none"> - Mindful March focussed on strategies to deal with mental and physical wellbeing with 81% in June 2024 knowing what to do if they felt worried about something in school with the remaining 19% engaging with HT 1:1 sessions to unpick any areas for further development.

Parents and carers:	Term 1	Microsoft Form Feedback Survey	SciP	<ul style="list-style-type: none"> • It would be good if the children could use the pitch at break times. <ul style="list-style-type: none"> - We made sure this is accessible when weather permits and provide toys and loose parts to play with. • It would be good to have netball posts outside to enable the kids of all ages to practice. <ul style="list-style-type: none"> - We take the netball posts out and put them at different heights when there is a request for these. • Consolidation of the communication to reduce the emails a little. <ul style="list-style-type: none"> - We moved to providing fortnightly bulletin reminders rather than drip feeding information. • Keep letting the children choose the direction of their learning. <ul style="list-style-type: none"> - Pupil led learning will be a school priority for 2024-2025. • Connect up with some of our elderly villagers as they are often lonely and may like the interaction. <ul style="list-style-type: none"> - In term 3 we held our first intergenerational event in light of this feedback. • Gathering feedback could be done on a scale of 1-5 on how well we are doing to help increase response rates. <ul style="list-style-type: none"> - We will pilot this in term 4 to see if response rates increase.
Community and other stakeholders:	Term 3	Intergenerational Event Feedback	SciP	<ul style="list-style-type: none"> • It was nice to come to the school and speak to other people. • It was nice to meet the adults and kids in the school. • It was nice to meet the school pupils and have fun playing games. • It is good for old people and young people to mix. • I enjoy being with the younger generation. <ul style="list-style-type: none"> - We will repeat this type of event again next year.

Summary of attainment for 2023-2024:

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:	-	-	-	85%
Writing:	-	-	-	85%
Listening & Talking:	-	-	-	92%
Numeracy:	-	-	-	92%

General statement:

Due to the low numbers in each cohort of P1, 4 & 7 we are presenting combined data only to protect the identify of individual learners.

Our Numeracy and Listening & Talking attainment is very good across all three cohorts with 92% of learners having achieved their respective Level. Our Reading and Writing attainment is good at 85% and the percentage of learners achieving all three literacy organisers is good at 85%. We are pleased to have met our school target of 92% in Numeracy and Listening & Talking and although our school targets in Reading and Writing have not been met our overall Literacy target of 85% across all three organisers has.

Summary of ELC progress for 2023-2024:

Key question 1: Is the child meeting developmental milestones for their age?

	Exceeding expected milestones.	Meeting expected milestones.	Not quite meeting expected milestones.	Child is not meeting expected milestones.
Language and Literacy – Listening and Talking:	0%	83%	17%	0%
Language and Literacy – Early Reading:	0%	100%	0%	0%
Language and Literacy – Early Writing:	0%	100%	0%	0%
Mathematical development:	0%	100%	0%	0%
Wellbeing:	0%	100%	0%	0%

Key question 2: Is the child making very good progress?

	Needs are well met through universal provision.	Making progress within universal provision and may need extra support or may need further challenge through next steps and differentiated group planning.	Not making good progress and may require support from a wider team as well as careful planning within nursery to ensure maximum progress.
Language and Literacy – Listening and Talking:	100%		0%
Language and Literacy – Early Reading:	100%		0%
Language and Literacy – Early Writing:	100%		0%
Mathematical development:	100%		0%
Wellbeing:	100%		0%

General statement:

The learners in our nursery are making very good progress with all of their needs being met through universal provision provided by the nursery team. For the 17% who are not quite meeting their expected milestones steps are in place to ensure progress gets made towards these targets.

Care Experienced Children and Young People (CECYP):

There are no CECYP in the school/setting.

School and Early Learning and Childcare Improvement Plans 2024-25.

Summary of the key improvement priorities for 2023-24:

School Priority 1: Pupil Led Learning & High-Quality Assessment

ELC Priority 1: Family Engagement

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

We will review the ScIP plan at the time scales indicated and closely monitor and impacts against our initial outcomes. This year we plan to schedule more staff meeting times for ScIP review to ensure our pace of improvement maintains.

SCHOOL IMPROVEMENT PRIORITY 1: Pupil Led Learning & High-Quality Assessments

Data/evidence that informs this priority:

Our 2023-2024 self-evaluation of QI 2.3 highlighted that areas we need to work on are:

- Children and young people have opportunities to exercise choice in their learning.
- Children and young people contribute to the life of the school and their views are sought and acted upon.

The same evaluation highlighted another theme for further development:

- Assessment is integral to my planning of learning and teaching, in particular High Quality Assessments.

During our professional dialogue as part of our self-evaluation of QI 3.2 teaching staff discussed that learners need more choice in what they learn about and what their learning environment is like. The same dialogue highlighted the need for a strategic and manageable plan to manage pupil choice. In June 2024 15% of learners across P1-7 still do not feel like they have their voice heard in school (wellbeing survey). Feedback from our Silver Rights Respecting School Silver Accreditation recommended us to continue to provide opportunities for children to be at the heart of decision making.

NIF Key Drivers: <ul style="list-style-type: none">• Curriculum and assessment.• School improvement.	HGIOS4 QIs: <ul style="list-style-type: none">• QI 1.2 leadership of learning.• QI 1.3 leadership of change.• QI 2.2 curriculum.• QI 2.3 learning, teaching and assessment.• QI 2.5 family learning.
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Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
<p>For 90% of our learners in P1-7 to report that they are actively involved in the choice and direction of their learning and feel they have a voice in driving forward learning and change in our school.</p>	<p>Whole School Pupil Voice Groups Launch pupil voice groups across the whole school with a new structure and rationale with learners leading school developments.</p> <ul style="list-style-type: none"> • learners to vote on and decide their pupil voice groups for session 2024-2025 with staff allocated to each group. (Term 1 Week 2). • Pupil Voice Groups to occur every 5 weeks in replace of assembly with varying focuses on the Meta-skills progression framework and higher order thinking skills. (Term 1 week 5 onwards). • Pupil Voice Group display. (Term 1 week 6 onwards). • Pupil Voice Group Assemblies. (Term 2 week 7 onwards). <p>Pupil Led Learning Whole School Mapping</p> <ul style="list-style-type: none"> • Map out our school year with clear identification of where pupil led learning will take place in each class. (Term 1 Week 1). • Map out whole school celebration events and distribute leadership responsibility of these across both classes to ensure ALL learners lead learning across the whole school. (Term 1 Week 1). • Provide each class with a ‘Our Class Leading Learning’ Floor book for recording evidence of pupil led learning with links to Es and Os coverage. (Term 1 Week 7). 	<p>No</p>	<p>Learner survey analysis.</p> <p>Teacher observations.</p> <p>Engagement in pupil voice groups.</p> <p>Head Teacher Quality Assurance activities.</p> <p>Learner self-evaluation focus groups.</p> <p>Pupil Voice Group display.</p> <p>Parental feedback.</p> <p>Self-evaluation of QI 2.3 with an aim for the above data to be evaluated as good or better.</p>	

Staff Professional Learning

Engage with the following documents/resources to ensure a greater understanding of the importance and pedagogies behind pupil led learning and play.

- Meta-skills Progression Framework. Skills Development Scotland.
- Learner Participation in Educational Settings (3-18). Education Scotland.
- Realising the ambition: Being Me. Scottish Government.

Pupil Led IDL Learning

- Engage with the Education Scotland Curriculum Design webinar to continue developing our Curriculum Rationale in line with pupil led learning. (Term 1. August in-service).
- Complete 4 truly pupil led learning topics (4-6 weeks in length) throughout the course of the year using an IDL recipe structure and following the Education Scotland Social Studies Skills Progression Framework.
- Plan responsively reflecting on Es and Os coverage post learning.
- Identify and address gaps in Es and Os coverage through discrete topics (2-3 weeks in length). (Term 2/3 onwards).
- Evidence Pupil Lead Learning in either 'Our Class Leading Learning' floor books or dedicated class learning walls and Seesaw.
- Both classes to create and use an ideas board for generating and storing ideas and lightbulb moments.
(Terms 1, 2, 3 & 4).

	<p>Self-Evaluation</p> <ul style="list-style-type: none"> • Termly 4 Context reviews to enable learners to identify where they have had choice and influenced the direction of their learning. (End of Term 1, 2, 3 & 4). • Termly 4 Capacities reviews to enable learners to identify where they have had choice and influenced the direction of their learning. (End of Term 1, 2, 3 & 4). 			
<p>For all of our learners in P1-7 to have a rich body of evidence as part of their learning pathway and to engage in High Quality Assessments.</p>	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • Complete diagnostic assessments in Term 2 and identify learner gaps in Maths. (Term 2 Week 6) • Create rich tasks from Term 3 onwards that genuinely address identified gaps. (Term 2 Week 7/8). • Audit what we provide to form part of our body of robust assessment evidence to triangulate TPJ, benchmarks and evidence. Identify ways we could utilise Seesaw more to capture and record live and, in the moment, work to help build this evidence portfolio but also report to parents (Term 2 Week 5). <p>High Quality Assessments</p> <p>Engage in the following professional learning to further understand the theories behind High Quality Assessment and Assessment within the BGE in general to ensure our approach is in line with good practice:</p> <ul style="list-style-type: none"> • High Quality Assessment. Education Scotland. (Term 2 Week 2). • Assessment within the BGE (update) April 2021. Education Scotland. (Term 2 Week 4). <p>Create and deliver 3 High Quality Assessments to complement other assessment information. Work on these</p>	<p>No</p>	<p>SNSA and SOFA diagnostic data.</p> <p>Quality Assure and audit High Quality Assessments against examples of good practice.</p> <p>BGE data analysis.</p> <p>Self-Evaluation against the Education Scotland moderation cycle.</p>	

	<p>throughout term 2.</p> <ul style="list-style-type: none"> • 1. End of term 2. • 2. End of term 3. • 3. End of term 4. <p>Responsive Planning</p> <p>Audit how responsive our planning is (using the Education Scotland Moderation Cycle) in relation to assessing what our learners can do, need to do next and the pace at which they are moving through their level pathway.</p> <p style="text-align: right;">(Term 3).</p> <ul style="list-style-type: none"> • Does our weekly planning clearly identify intended learning? • Are success criteria clear and understood? • Are weekly plans dictated by what the children can and can't do? • Do assessments and evaluations dictate what happens next? • Does weekly planning highlight next steps? • What directs the pace of work? What learners are showcasing they can do or what our programme of study tells us to cover? 			
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Pupil Equity Funding Plan 2024-2025.

Total funding for 2024-25:	£2,450	Percentage of school roll (%):	6%
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Rationale for Spend:	Activities/interventions:	Evaluative statement:
<p>The rationale for our spend at Orphir is due to our awareness of the current high cost of living crisis which includes heating, food and the pressures of life which as a result could impact the engagement of many of our learners. We will continue to identify and narrow the equity gap for learners.</p>	<p>Class teacher interventions:</p> <ul style="list-style-type: none"> • Phonics interventions and sounds write pedagogies. • Stile Tile and Comprehension Box interventions. • Zones of Regulation emotion check ins. • 'Life' resources for PSHE using purchased online materials. • Guided reading. 	

NURSERY IMPROVEMENT PRIORITY 1: Family Engagement

Data/evidence that informs this priority:

- Practitioners' self-reflection has indicated a desire to increase family engagement, especially for those that tend to not engage.
- In-service training from the Early Years team indicated the need to increase the level of family engagement in the nursery.

NIF Key drivers:	HGIOELC or CI QIs: <ul style="list-style-type: none"> • QI 1.1: Self-evaluation for self-improvement. • QI 2.5: Family Learning. • QI 3.1: Ensuring wellbeing, equality and inclusion. • QI 1.4 Family engagement. 		
Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>For learners and their families to engage more in the life of the nursery to understand what happens, why it happens and how it happens.</p>	<p>Offer an open evening in conjunction with the school open evening to explain nursery pedagogies and processes. (Term 1 week 3 or 4).</p> <p>All staff to engage with Care Inspectorate practice note: Me, my family and my childcare setting and self-evaluate our strengths and areas for development. (Term 1 week 2).</p> <p>Invite relevant partners to the open meeting so that families can see the range of support available. (Term 1 week 1).</p> <ul style="list-style-type: none"> - PEEP - Early Years Team 	<p>Parental feedback during and post the open evening to assess positive impact.</p> <p>Self-evaluation and practitioner initial feedback in September 2024 to June 2025.</p> <p>Partner feedback and self-evaluation.</p>	

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For learners and their families to engage in learning together and recognise the importance of being physically present in the learning process.	Offer stay and play sessions once a term to extended family members so that everyone can feel the importance of playing together and the benefits this has. (Term 2 week 1).	Sign-up sheets will indicate the uptake and families will get the opportunity to leave feedback on the experience.	
For learners and their families to recognise the range of learning opportunities that every day activities hold.	Use Seesaw to share what is happening in the nursery with explicit links to what is being learned. (Term 1) Encourage parents to use Seesaw to comment and share learning that has taken place at home and share this with other learners and plan any appropriate next steps. (Term 1 week 2).	Monitor how often each family accesses and engages with Seesaw and for those who do not engage ask for feedback on what barriers are preventing them from engaging. Document which parents have engaged in sending through home learning experiences and for those who are not engaging ask for feedback on how they could be supported.	

Care Experienced Children and Young People (CECYP):

There are no CECYP in the school/setting.