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- ***The Senior Leadership Team should work with the staff team to ensure consistently high quality learning and teaching and appropriate levels of pace and challenge in lessons at all stages.***
- **In a few classes, children’s rights are being developed well and should be developed more fully across the school.**

Following feedback from pupils, we revisited our school positive relationships policy. This led to several inputs with the staff team focusing on professional reading of Paul Dix “When Adults Change Everything Changes.” This helped shift the culture to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationships policy is built upon the nurturing approaches principles. It echoes our school values (Kindness, Respect, Responsibility, Honest and Equality).

The Aim of this policy is to

- To create a culture of excellent behaviour; for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To ensure that the focus is on promoting and celebrating positive behaviour.
- To help learners take control of their behaviour and be responsible for the consequences of it, through a restorative approach.
- To build a school community where kindness, humour and empathy for others are visible.

Our three school rules were made in partnership with the pupils, and these are based on the children’s rights – to be educated, to be respected and to be safe. The school rules are on display in every classroom and are referred to in every assembly.

All classes continue to make a class charter focusing on the rights of the child. This is a piece of work carried out between the class teacher and the pupils to ensure it is meaningful for all.

UNCRC staff rep is in place for session 2021/22. We now have more leadership opportunities for the pupils – House Captains and Vice Captains for P7 pupils, the Learning Council (reps from each class), Digital Leaders (senior pupils), Playground Buddies (senior pupils) and our Eco Committee.

TATC processes are centred around the child's voice with use of the buddy system following our very successful work with Celcis. We have been involved with the Celcis ANEW project for the last 4 years. This work has been described as sector leading and has helped to change systems within DCC.

All our pupils involved in the TATC process are offered a buddy if this is deemed appropriate. We also have this offer for parents/carers too. All support staff are trained to be a buddy and have protected time to carry out this work. This has provided valuable leadership opportunities for support staff and has allowed the pupil voice to be present at all meetings. SLT have found this has changed the tone of meetings and they are now much more child centred with smart targets.

Observations of TATC meeting provided feedback for SLT on their practice. Celcis also hold information/feedback from parents/carers as we ask them to complete a questionnaire after a meeting. We know that parents have shared that they feel listened to and are happy with the support from the buddy.

HT delivered at a Celcis National Event in Glasgow regarding the work carried out in Camperdown and is now part of the What Matters 2 Change Change Makers group which is leading systems change and focusing on better outcomes for those on the edges of care. Celcis also carried out an interview with the HT during the pandemic about how Camperdown continue to support families during this time. This article was shared by Celcis via Twitter.

ABLE plans are written and evaluated in partnership with pupils and parents. Pupils are involved in discussing their strengths and knowing the strategies they have to support them. We have found that most pupils are more aware of their challenges and parents are more informed of the strategies and support in place.

As part of our recovery plan, there was a big focus on HWB and talking with the pupils when we returned to school to ensure they were supported. We have Place2Be in school and this service supported our pupils and families through the pandemic and this valuable work continues now. We also had a focus for HWB of the adults. We have a Camperdown Wellbeing App. A group of interested staff worked in partnership with the designer to make the app specific for our needs. There have been challenges such as the walk from Charleston to Charleston which engaged staff and helped build a sense of team. This was fun and staff were very competitive!

- **In most lessons, learning activities are well matched to the majority of learners' needs. However, there is scope to develop approaches to differentiation to ensure that the needs of all children are being met. There is a need to ensure consistency in approaches to learning and engagement of all children.**

In Session 20/21 we worked with the Central Pedagogy Team with a focus on differentiation. This was a school improvement priority. We linked this to reading and writing. Feedback from this CLPL showed that 90% of the teachers involved felt that their confidence around planning and moderating writing had increased. 90% of the teachers also felt more knowledgeable about planning and moderating after this CLPL session. 90% of the teachers involved also shared that they could implement the learning from this CLPL session. Comments such as "I

am more confident using assessment to inform the next steps”, “I am now trusting my judgements”, “I can see the progression” and “I will now focus on the tools for writing, teaching these explicitly” show that this input was time well spent and provides us the foundation for moving forward in 21/22.

We revisited differentiation on our Learning and Teaching Standard following the input from the Pedagogy team. Professional reading materials have been provided – The Differentiated Classroom. Feedback from staff was that this session allowed them to revisit what good practice was. 100% of them are now re-thinking the use and terminology of Chilli Challenges. In session 21/22 we will revisit this learning by using the Teaching Cycle materials produced by DCC. This will allow practitioners to reflect on practice and set learning goals.

We have 7 new members of teaching staff this session, so our Teaching Standard is a useful tool to share our expectations for working at Camperdown. We have linked each new member of staff with a buddy in school and we revisit our Teaching Standard through each session to ensure things are embedded in our practice. SLT use the Teaching Standard when visiting classes and this shapes the feedback to practitioners as it highlights areas for development. Using the new Teaching Cycle will allow the teaching staff the further develop areas in their own practice as part of their CLPL. This is also linked in our SIP for this session.

Each member of staff is given leadership opportunities – they all have a co-ordinator job, and they feedback at staff meetings as this is a standing agenda item. This has allowed information from the local authority to be shared and has built capacity across the school.

- **There is a need for the children to be more independent and active in their learning. They would also benefit from learning outdoors.**

In session 2019-20 two members of staff were trained in Outdoor Numeracy. These staff then went on to take the lead on the school improvement priority in session 2020-21. The school improvement priority was to improve teacher confidence in using outdoor numeracy. We worked with Juliet Robertson who modelled best practice and every teacher was able to observe and discuss. Collaborative Action research data showed that 100% of teachers increased their confidence in delivering outdoor numeracy lessons. A minimum of one weekly lesson using the outdoors is now featured on our learning and teaching standard. Both of the leading staff members were on a Dundee City Council strategic group and were selected to share our school's journey with others.

The whole staff attended 2 CLPL sessions with Scrap Antics to focus on the use of play. P1 and P3/4 had a 6 week block with a play leader. Target groups were identified in each class to help with confidence and co-operation. The use of play will be further developed over session 2021-22 across the P1 classes, again working with Scrap Antics and working group engaging with the Dundee Standard for a developmentally appropriate curriculum in early years. CAR approaches will be used to gather data.

The CLPL opportunity supported staff's knowledge and confidence with the use of play and the working group for this session will provide an action plan for moving these approaches forward in Camperdown.

- **In a few classes, children are off task and lessons are interrupted by low – level disruption. However, in a few examples learning is presented in a motivating and engaging way. This effective practice should be shared more widely and consistently across the staff team.**

Following our HMle visit, staff have been signposted to view best practice in the school following PSV visits and professional discussions. All teaching staff are buddied with a critical friend and a new self-evaluation document was developed to ensure reflection and meaningful personal targets are made and actioned. With 7 new members of staff, it is a great opportunity to share practice from across the authority, supporting looking outwards in our evaluations.

Focused work on our Relationships Policy has directed/informed our approach in all classes – we have a blueprint of behaviour and a scaffolded support for pupils to encourage and engage them in their learning. As a staff we revisit this to ensure we have consistency across the school.

In session 2019-20 two members of staff worked with the Robert Owen's Centre on feedback and another two members of staff worked with co-operative learning consultants to look at writing. Opportunities for feedback and sharing effective practice were planned for within the WTA.

Our planned work with the Teaching Cycle CLPL for this session keeps learning and teaching a high priority and is a focus within our current SIP.

- **Support staff provide targeted support for children out with the classroom. However, this can result in disruption to learning and a fragmented learning experience. The school should review this practice to minimise disruption to the learner's experience.**

Following HMle visit, timetables were reviewed. Data was used to target support in classes during Literacy and Numeracy times. SLT took time to discuss when support would be most effective in each class and timetables were adapted accordingly. In session 2021-22, additional staffing has been purchased with PEF funds and these have been targeted to support in class interventions to raise attainment. Our key focus is getting the right support at the right time and class teachers have the understanding of whole class responsibility.

- **Overall, the quality of learning and teaching across the school is too varied. The headteacher and senior leaders focus on a nurturing environment is evident across the school. They should now continue to improve the consistency of learning and teaching to ensure all children enjoy high quality experiences at all stages. Improving the quality of learning and teaching should be a greater focus of school self-evaluation and school improvement planning. Staff would benefit from using approaches to self-evaluation that are focussed directly on the quality of learning and teaching.**

School improvement priority in 2019-20 was to develop a learning and teaching standard for Camperdown. This included restorative practice and nurturing approaches— As highlighted above, this has remained a focus and has been revisited each session to reflect the direction of travel i.e. the addition of outdoor numeracy, the revision of differentiation. The Learning and Teaching standard is used by SLT to give feedback following PSVs. Revisiting this with staff and using during professional discussions has highlighted professional development for particular teachers and has ensured an agreed minimum expectation for teaching at Camperdown Primary. This document is now part of our standard induction program to Camperdown, so expectations are shared from day one. As we mentioned earlier this has proved helpful with the addition of 7 new teaching member of staff in session 2021-22 as staff have the standard as a benchmarking tool to reflect upon.

The Dundee Learning and Teaching policy was shared with all staff. This will be revisited again in Nov Inset this session. This work is part of the cyclical review of where we are and where we need to go next. It will also link with the work focused on the Teaching Cycle.

- **Formative assessment is an area staff would benefit from revisiting to ensure consistent approaches are applied throughout the school. Teachers should ensure that their comments better inform children of their next steps in learning. Improving the quality of feedback will support children in understanding what they need to do to improve**

HT led a session on assessment during Inset Day. This allowed staff a chance to reflect on formative assessment techniques and strategies they could use. All teaching members of staff made an AifL action plan which was discussed as part of the PRD process. This is now become part of our practice at Camperdown.

Two members of staff worked with the Robert Owens Centre (ROC). Using our data, the focus was on pupils being able to self-evaluate to improve writing. CAR approaches used but this intervention was interrupted by COVID 19.

- **An increased focus on assessment will lead to more robust and reliable teacher judgements. Assessment data is used well to identify children who require additional support and to monitor their progress. This approach should be developed further to ensure that all learners needs are being met appropriately.**

Input from the Central Pedagogy Team on writing linked the use of the progression pathways with assessment and moderation. We held a verification event in June 2020 which demonstrated the whole process. This is now part of our practice for session 2021/22.

In writing, staff are now using cold pieces to assess children's progress. These are moderated against the benchmarks and the progression pathways. Staff then plan the learning using the data gathered. Hot pieces are also included to show the learning for each pupil. A writing assessment folder is in place for each child.

Our next step is to focus on other curricular areas using this approach.

We are engaging with the moderation cycle as part of each Inset Day. This is a DCC approach and planned activities- will help practitioners see the link with assessment as part of this cycle. We will have a development plan created by Nov 21 which will show our areas of strengths and development needs. Information from this plan will inform the focused areas required from the Teaching Cycle which SLT will plan for into our collegiate calendar.

PEF funded teachers are tracking interventions and pieces of work using PDSA models.

Teachers made good use of learning to read assessment information on the return from lockdown. This ensured children were grouped accordingly as and support for 1:1 tuition was given to the correct pupils. Individual targets were set to ensure staff knew where the children needed to be to get back on track. This practice has continued, and Mrs Froehlich is leading this work so 1:1 support is making an impact. Reading Leaders are working with DHT to track progress and all teaching staff have responsibility for the data for their own class.

During lockdown tracking sheets were completed to monitor pupil engagement. These sheets were monitored weekly, and they allowed SLT and the School and Family Development Worker (SFDW) to have supportive conversations with parents/carers. This also allowed us to monitor who needed spaces in school and who needed use of school devices to access their work.

We made good links with local partners – Asda and also the Digital Strategy Funding Team? From our data and conversations with families, we have been able to identify families who would benefit from having devices. To date we have supported 24 families, a total of 56 children in total. This has allowed a group of pupils, who were in danger of missing out, to access learning at home and it will also support parental engagement as we move forward with the use of Seesaw this session.

In session 2020-21 we had 3 teachers who made excellent use of SumDog and the assessments built within the program. This was part of lockdown learning but continued when pupils returned to school. P7a class were shown their results and all pupils were able to talk about their progress, what they needed to improve on and where they were in their learning. Our Digital Co-ordinators have planned CLPL sessions for staff this session on the use of SumDog so this effective practice can be shared and upscaled across the school.

- **Progression pathways have been developed for literacy and numeracy including National Benchmarks. These should now be developed for all curricular areas. Staff are at the early stages of using moderation to support their overall professional judgement of children’s achievement of a level. They should develop a shared understanding of how to monitor and track attainment in class. Staff should be clear of the evidence required for individuals and groups to demonstrate depth, challenge and application across all areas of learning. Further development is required on the process of moderation and the use of benchmarks to ensure staff are well supported to make robust and reliable judgements on children’s achievement of a level.**

DCC produced progression pathways for all curricular areas, and these have been in use since session 2019 as our planning frameworks. Teaching staff are more confident about what a year’s worth of learning looks like and SLT have been able to hold more in-depth discussions at planning meetings to ensure pace and challenge is evident.

All teaching staff are using the SEEMIS tracking tool to track each pupil individually. Progress through a level is monitored and discussed with SLT three times per session – Sept, Feb and May. This has allowed for discussion around support and challenge. All class teachers use this information to make a class data profile. This has been a useful transition document and allows staff to scrutinise interventions and to continue and upscale successful models for targeted pupils while stopping interventions that are having little or no impact.

Feedback from our feeder high school is positive about achievement of a level, showing that moderation is more accurate and robust. More time has been given within the working time agreement for moderation activities. SLT have been more challenging in their tracking discussions and have used assessment folders to gauge teacher judgement.

- ***Staff should further develop a shared understanding of standards, expectations and levels of attainment and achievement for Camperdown Primary School.***
- **The literacy leaders have identified approaches to support the assessment of listening and talking. When taking forward plans to implement these approaches staff should ensure approaches to teaching listening and talking have a clear focus on developing skills in a progressive way.**

Following our visit, we organised for the Nursey staff to share their work on Teaching Children to Listen, Word Aware and Nursery Narrative. It was agreed that all classes would display a word wall and use the approached of Word Aware to develop new vocabulary. This has supported the pupil's vocabulary when writing.

P1 classes TCTL focused activities followed on from the Nursery showing that almost all the children know and show the 3 rules for listening

P1 Nursery Narrative – again focused work following the Nursery shows that almost all of the children can ask questions to deepen their knowledge around literacy activities.

Planning using the progressive frameworks has supported the development of skills across the stages and within a level.

- **There is scope to review the range of texts being used across the school to ensure children have access to texts with an appropriate level of challenge. Children in the middle and upper stages talk positively about their class novels. There is now scope to widen the use of novels to teach reading.**

Mrs Froehlich worked with the pupils to find out what novels they wanted so reading sets were purchased. P4-P7 classes are using novels to support reading rings.

Attainment in reading has remained steady. There was a dip at P4 and P7 last session which we believe was due to P7 cohort with ESL and ASN needs along with the impact of COVID. We have analysed the story of the P4 cohort and recognise that a challenging P3, COVID and ESL needs have impacted on the journey for some learners.

	2018-2019	2019-2020	2020-2021
P1 Reading	87%	87%	80%
P4 Reading	74%	72%	70%
P7 Reading	76%	90%	60%

Recognising the dip at P4. This session the P4, P4/5 and P5 classes are taking part in the DCC rapid reading recovery programme. These class teachers are increasing the amount of time on reading within the class time-tables. Teachers are using assessment more robustly to plan next steps for each learner.

- **Overall attainment in writing is satisfactory however the quality of children's writing is too variable across the school. The leadership team should take action to review approaches to teaching writing across the school.**

This has been a focus within our SIP for the last 3 years. We now have a year plan for writing, this related to the 4 contexts and ensures each genre is focused upon. There have been some improvements in attainment, but this is still not consistent, so we continue to focus on writing as a whole school development and as part of our SIG work. This is a detailed study approach to teaching the tools for writing for targeted children in P4 and P4/5 this session. All teaching members of staff are booked on the Explicitly Teaching Writing Course, and this is a focus for our collegiate time.

	2018-2019	2019-2020	2020-2021
P1 Writing	81%	64%	66%
P4 Writing	84%	72%	87%
P7 Writing	77%	52%	52%

Session 2018/19 DHT attended training with Steven Graham – Explicitly Teaching Writing. We then ensured the success criteria for each genre of writing was shared to support the teacher’s understanding of what was expected at each level.

Co-operative Learning Consultants worked with both P6 classes in session 2019/20. The purpose of this intervention was to support writing so learners could get back on track for achieving 2nd level. Staff used the Writing Revolution to break down key skills. Teachers shared learning with their colleagues.

- **Children across the school need regular, planned opportunities to write for a variety of purposes. The leadership team and staff need to agree on approaches to teaching writing and ensure that all staff have a shared understanding of national standards.**

All teachers are planning weekly writing lessons. During the May 2020 inset we reviewed progress in writing, this was a chance to discuss what was working well. It was agreed that a free writing slot would be incorporated into the 9 o’clock challenge slot as feedback from pupils was that they liked this time.

We have built on the work from the Central Pedagogy Team and now have another planned verification event in May. This will allow the teachers to see the progression across the school. We are now using writing tracker sheets which are linked to the national benchmarks. Some staff have started to share these documents with the pupils, so they are becoming more aware of the expectations. This has been shown in learning conversations with pupils in from P4-P7.

We will review where we are again taking the learning and feedback from the planned CLPL in writing for this session. We will link this to our Teaching Standard, personal targets and the year writing plan to ensure we have a consistent approach across all stages of the school.

- **The school has provided a range of data on Curriculum for Excellence levels of attainment. This data should be used more robustly in order to support teachers in planning for reliable assessment. It is not yet consistent enough to have an impact on teachers’ professional judgement.**

Assessment is discussed as part of the planning process so there should be a clear link with what evidence is gathered. We have assessment folders for numeracy, literacy (reading and listening and talking) and writing. For session 2021/22 we have introduced a HWB assessment folder, and we are tracking attainment and achievement in this area too.

Continued to use cluster moderation sheets to ensure there was evidence to support teacher judgements. After the Central Pedagogy Team Input, we have changed the focus of these folders. We now have an assessment profile of cold and hot pieces for writing and verification activities have shown progression and progress across the whole school.