



# HAMILTON LEARNING COMMUNITY

## Establishment Improvement Plan Overview 22-23

### Beckford Primary School



**Priority 1- LITERACY** - To continue to review and adapt Active Literacy Policy for spelling, reading and writing to ensure attainment and achievement continues to increase in Literacy and English.

#### Outcomes

By June 2023 ACEL data for Writing and Reading will have increased by a minimum of 5% of learners in most stages between Primary 1 and Primary 7.

Increased attainment for targeted learners across the school in literacy (Reading and Spelling); gaps in learning for these learners will have reduced by a minimum of 6 months for their reading age and 6 months for their spelling age.

#### Measures

Achievement of a Level Data from P 1 - P7  
Standardised Tests Data  
Snapshot Assessment Evidence  
Self-Evaluation

**Priority 2 - NUMERACY** - To continue to build on positive attainment and achievement in Maths and Numeracy, with a particular focus of identifying gaps within learning for cohorts that require additional time and interventions.

#### Outcomes

By June 2023 ACEL data for Numeracy will have increased by 5% of learners in most stages.

Increased attainment for targeted learners across the school in Numeracy, e.g. gaps in numeracy age for these learners will have reduced by a minimum of 6 months, learners will become more confident in their mental agility ability with a more positive growth mindset towards Numeracy and Maths.

#### Measures

Achievement of a Level Data from P 1 - P7  
Standardised Tests Data  
Snapshot Assessment Evidence  
Self-Evaluation

**Priority 5 - SCIENCE** - To raise attainment and achievement in Primary Science and STEM, by reviewing and adapting learning pathways from Primary 1 to Primary 7.

#### Outcomes

Gaps within planning and progression lines  
Science to be identified and adapted to ensure learners are meeting expected benchmarks at the end of each level.

Staff capacity, confidence and knowledge of methodologies for learning and teaching and assessment of writing will have increased further.

#### Measures

ACEL data  
Learner conversations (How Good Is OUR School)  
Self-Evaluation - HGIOS 4 (2.2)

**Priority 3 - HEALTH AND WELLBEING** - To continue to enhance and improve the health and wellbeing of our pupils and families through a social, emotional and mental health programme, the review of our Anti-Bullying policy and to review how rights-based education can impact on learning pathways

#### Outcomes

By June 2023 to increase engagement in learning for targeted pupils across all stages to at least level 3 from the Leuven Scale, across most curricular areas.

By June 2023 targeted learner's emotional barriers to learning reduced and their time within the classroom increased to at least 80% of the time.

Staff will have more confidence in teaching pathways for rights-based education.

#### Measures

Self-Evaluation - HGIOS 4 (3.1)  
Tracking and monitoring (HWB Achievement of a Level Data and Leuven Scale of engagement)  
Pupil Voice (ASP termly discussions, pupil council self-evaluations)  
Wellbeing Questionnaires (pupils)

**Priority 4 - EQUITY AND EQUALITY** - To ensure equity and equality are at the heart of our planning to meet the learning and wellbeing needs of our learners and families.

#### Outcomes

By June 2023 attendance levels for 105 targeted learners between Primary 2 and 7 (with attendance noted between 80% and 95% or below during 2021-22 session) improved by at least 5%.

To reduce financial constraints on families by implementing the reviewed 'Cost of the School Day' Policy.

#### Measures

ACEL data  
Staged Intervention Paperwork  
Learner conversations  
Stakeholder questionnaires (PB PEF FUNDING)  
Leuven's Scale Levels of Engagement  
Attendance Levels

