

P7 classes developed greater understanding of the “World of Work” through an interdisciplinary study and, for the final term, had weekly Q and A sessions with parents and professionals to discuss skills required for different professions. Pupil feedback from these sessions was very positive with all pupils indicating that they had a better appreciation of the need to develop the required skills to achieve their chosen destination.

Planned focus weeks were implemented to increase engagement in learning around finance, science, Fit Planet and Literacy.

Our children met people with related occupations to strengthen understanding of the relationship between their learning and future employment choices

All pupils P5-7 engaged with our Children’s University partnership with UWS and most of our P7 pupils achieved an award for additional out of hours learning through Children’s University.

### Our Priorities in 2017-18

In 2017-18 we will continue to focus on improving attainment in literacy with a focus on Reading and Writing through implementation of a new Active Literacy Programme.

We will continue to expand our reading resources and to provide children with a better variety of texts to develop literacy skills All teaching staff will be trained in new active approaches to teaching reading and writing.

We want to improve attainment in Maths and Numeracy through focus on Mental Agility and Mental Maths strategies.

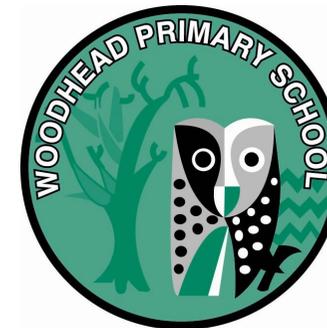
We want to improve the quality of teaching and learning across the school through consistent use Assessment is for Learning strategies.

We will focus on providing high quality feedback for learners as research shows that children attain better when they have clear understanding of what they need to do to improve their work.

Our aim is to close the attainment gap between our most and least disadvantaged families, making sure that everyone is achieving their full potential.

We will use our Pupil Equity Funding appropriately to introduce a variety of strategies and initiatives which will help us raise attainment and close the equity gap in Woodhead, and target support for the most disadvantaged families in our catchment.

# Woodhead Primary School



## Sharing our progress 2017-2018



## “Sharing our progress with pupils, parents and the community”

We had an eventful and exciting session in 2016-17. Children at all stages continued to receive a broad, balanced and well-planned curriculum in line with Curriculum for Excellence and the learning was enhanced by our partnerships with parents and the community.

We have had numerous after school activities including football, netball, athletics, choir and film clubs. We also introduced Work out Wednesday fitness for juniors, woodwork, guitar and Scripture Union, to mention a few. We had visits from the RSPCA, Warburtons, MPs, paramedics and many of our parents came in to speak about the skills required for their jobs.

Our children have visited the Science Centre, a working farm, New Lanark, Scottish Parliament, Scotland Street Museum and our P7's went to Lockerbie Manor on a residential visit. All of this has enhanced the teaching and learning in Woodhead and our children have developed their skills and abilities through a wide variety of opportunities.

All classes benefited from increased outdoor learning experiences with our senior children taking the lead on our school garden development. All classes engaged in enterprising activities, and many of them donated their profits to a variety of charities.



## What were our priorities in session 2016-17?

Last session we focussed on improving attainment in literacy and numeracy across the school.

We also looked at strategies to close the gap between the least and the most advantaged children.

We wanted to help our children to develop employability skills and strengthen their understanding of the skills that are needed for different careers and occupations.

Our final priority was to improve knowledge and understanding about Health and Wellbeing with a focus on sports science and healthy lifestyles.

### Our progress so far...

A whole school tracking and monitoring system is now in place which will enable us to track children's progress and identify individual needs and areas for support.

Reading strategies are being used across the school and have had a positive impact on reading attainment. We had an open afternoon where parents came in to the classes and watched us use the reading strategies.

Feedback was very positive and those who attended felt that this helped them to understand how they could help their own child with reading.

In depth analysis of school data is being carried out and staff are engaging with this to help plan and inform practice.

Book Banding has been introduced to support and extend the reading experiences offered to our children. First News newspapers are being used from P4-7 to expose our children to a variety of genre.

New 'skinny novels' have been bought to extend and support reading for a variety of purposes across the school.

We have worked in partnership with Psychological Services and ASN staff this year to develop a more integrated approach to supporting children in their learning.

We have made positive steps to design a Health and Wellbeing programme that ensures pupils develop the knowledge and understanding, skills, strategies and attributes to support their mental, emotional, social and physical wellbeing.

A new programme for Food and Health has also been put in place to ensure there is progression and breadth of learning across the stages.

Classes take advantage of the outdoors for physical activity, using our MUGA pitch and completing the kilometre a day challenge, using school scooters.

Many classes linked their inter-disciplinary studies with outdoor learning. Pupils enhanced their learning through participation in den building, science experiments and local area walks.

Greater emphasis on employability skills has been a focus across the school this session, with regular visits from parents, business partners and community members to discuss the skills necessary for their particular careers.

