

Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St. Matthew's Primary School
Head Teacher	Marie-Louise Brogan
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale	
<b>Aims, Vision &amp; Values</b>	
<b>Aims:-</b> Community , Learning, Love, Faith, Justice	
<b>Vision:-</b> An inclusive Community of Learning, Love, Faith, Justice	
<b>Values:-</b> We are committed to ensuring that all pupils will be safe, respected, healthy, active, nurtured, responsible and included.	

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Leadership & Partnership Pupils & Staff	Leadership & Partnership Maintain Pupils & Staff New – Parent Opportunities	TACL at Challenge & Support
Priority 2	Curriculum (Moderation Cycle & PEBL - Maintenance) New - Numeracy	Curriculum (Moderation Cycle, PEBL, Numeracy & Maintenance) New – STEM	Curriculum (Moderation Cycle, PEBL, Numeracy & Maintenance, STEM) New – ICT and Digital Literacy

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Section 2: Improvement Priority 1	
<b>School/Establishment</b>	St. Matthew's PS
<b>Improvement Priority 1</b>	Leadership & Partnership – Pupils & Staff
<b>Person(s) Responsible</b>	Clare Wilson with HT and leading all staff and pupils and collaborating with parents.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism school improvement	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change	Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>• Self-evaluation for self-improvement</li> <li>• Leadership of Learning</li> <li>• Leadership of change</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of professional library</li> <li>• Cover for visits to other establishments</li> <li>• Resources as per Group Action Plans (GAPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Surveys</li> <li>• Information Sharing</li> <li>• As per Group Action Plans (GAPS)</li> </ul>
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>

<ul style="list-style-type: none"><li>• Collaborative approaches to self-evaluation</li><li>• Analysis &amp; evaluation of intelligence and data – DDD</li><li>• Impact on learners’ successes &amp; achievements</li><li>• Professional engagement &amp; collegiate working</li><li>• Impact on career-long professional learning</li><li>• Strategic planning and continuous improvement</li><li>• Implementing improvement &amp; change</li></ul>	<ul style="list-style-type: none"><li>• As identified in the Group Action Plans (GAPS)</li></ul>	<ul style="list-style-type: none"><li>• Through discussion and if meets criteria for PEF spend with SLT if required for GAPS</li><li>• Budget for resources and cover for good practice visits - £5000</li></ul>
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
The SLT will support All staff to lead and improve a data informed enquiry through collaborative professional working leading to improvement.	<ul style="list-style-type: none"> <li>• SIP Dev time identified in WTA – 14 hours allocated</li> <li>• Professional Reading</li> <li>• Creation of Professional Library</li> <li>• Support visits to other establishments</li> <li>• CLPL identified at PRD and throughout session</li> <li>• Feedback to all staff on findings</li> <li>• Coaching sessions available throughout session</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of coaching sessions linked to PRD</li> <li>• Staff engagement and feedback on professional reading and engagement in the library</li> <li>• CLPL evaluations through PRD sessions</li> </ul>	ongoing	
Almost all learners make very good progress in reading across the curriculum including our most disadvantaged.	See Group Action Plan - attached	See Group Action Plan - attached	See Group Action Plan - attached	

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All learners have the opportunities to experience and celebrate wider experiences.	See Group Action Plan - attached	See Group Action Plan - attached	See Group Action Plan - attached	
All learners will have the opportunity to enhance their creative talent and develop their artistic skills through our expressive arts curriculum.	See Group Action Plan - attached	See Group Action Plan - attached	See Group Action Plan - attached	
All learners will promote a diverse ethos that recognises and celebrates all cultures and faiths.	See Group Action Plan - attached	See Group Action Plan - attached	See Group Action Plan - attached	

*\*Duplicate tables as required for each priority*

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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	St. Matthew's PS
<b>Improvement Priority 2</b>	Curriculum – Moderation Cycle and Play/PEBL – Maintenance, New – Numeracy
<b>Person(s) Responsible</b>	Caroline McKechnie (Maths Champ), TBC (STEM Champ) with HT leading all staff and pupils and collaborating with parents.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment school improvement parent / carer involvement and engagement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.3 Increasing creativity and employability	Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged Improvement in employability skills and sustained, positive school leaver destinations for all young people

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>Leadership of Learning</li> <li>Leadership of Change to impact on Numeracy</li> <li>Curriculum to impact on Learning, teaching &amp; assessment</li> <li>Raising attainment &amp; achievement</li> <li>Increasing creativity &amp; employability</li> </ul>	MALT Assessments Numeracy Resources – Set per class P4-7 New Maths Planners Cover for staff to visit each other and analysis of data STEM Grant to pay for cover to visit other establishments across EDC	Numeracy curricular Evenings for Early, First & Second Level – WTA Information Leaflets and videos Parental Surveys & Questionnaires Numeracy Show Cases
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> <li>Numeracy champ will</li> <li>Class org display</li> </ul>	All aspects of Maths programme and STEM will ensure equity through qualitative and quantitative data and holistic approaches.	2 days teacher cover per week from August to March for Maths Champ to stay out of class and lead initiative. (£20705) Maths resources for class packs (£1200) Cover for Teachers (6 teachers x 5 days £6000) Assessment Materials - £460

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Maths Champ to order maths resources for each class P 4-7	All resources purchased and in use in class.	August 2022	

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To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Maths Champ to create a model maths learning environment and model walking the wall.	Staff and pupil confidence questionnaires (pre and post)	August 2022 (In service)	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	P 4-7 staff given resources to create maths learning environment	Learning environment created and shared with all staff	August 2022 (In service)	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Parental Curricular Evening- Early/ First/ Second Number bonds/ Money Tables/ Number Talks Count on us boards/ Fractions and decimals		Wk beg 29 <sup>th</sup> August	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Maths Champ to provide 1 hour CLPL to Primary 4-7 staff (assembly time) throughout the year.	Maths Champ to provide 2 x 30minutes per month CLPL to staff at assembly time throughout the year	ongoing	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Maths Champ will showcase and highlight good practice once a month.	Staff aware of good practice	ongoing	
To raise pupil confidence and attainment in maths through increased staff	Maths Programme – August. Class to start as per	Children progress through maths programme	August 2022	



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confidence with maths pedagogy.	transition information – next concept			
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	All P4-7 pupils to complete maths MALT assessment	MALT complete and data analysed	Wk beg 29 <sup>th</sup> August	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	P4-7 Staff to have one day planning with Maths Champ to plan Phase 1 using assessment data	All staff had planning time with Maths Champ and plan created.	Wk Beg 29 <sup>th</sup> August	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Phase 1 of five week block begins for P4-7	Capture evidence and display journey of learning. Floor book and wall outside class	Wk beg 5 <sup>th</sup> Sep	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Parental Engagement – Showcase Week- maths theme and sharing learning	Parental engagement regarding maths approach	October/ December/ March	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Primary 4-7 pupils complete MALT assessments	Assessments completed and data recorded and analysed by maths champ and SLT	Wk beg 10 <sup>th</sup> Oct	

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To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Quality Assurance visits to classes by SMT and Maths Champ	Dates agreed on WTA and visits completed.	October 2022	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Staff to analyse qualitative and quantitative data to inform next steps	Gaps discussed and approaches agreed	October 2022 (Inservice)	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy	P4-7 Staff to have one day planning with Maths Champ to plan Phase 1 using assessment data	All staff had planning time with maths Champ and plans completed	October 2022	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Phase 2 of six week block begins for P4-7	Capture evidence and display journey of learning. Floor book and wall outside class	Wk beg 24 <sup>th</sup> October 2022	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Primary 4-7 pupils complete MALT assessments	Assessments completed and data recorded and analysed by maths champ and SLT	Wk beg 12 <sup>th</sup> Dec	
To raise pupil confidence and attainment in maths through increased staff	Tracking meetings analyse qualitative and quantitative data to inform next steps	Gaps discussed and approaches agreed	Wk beg 9 <sup>th</sup> Jan	

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confidence with maths pedagogy.				
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	P4-7 Staff to have one day planning with Maths Champ to plan Phase 3 using assessment data	All staff had time to plan with maths champ and plans completed	January 2023	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Phase 3 of six week block begins for P4-7	Capture evidence and display journey of learning. Floor book and wall outside class	Wk beg 9 <sup>th</sup> Jan	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Primary 4-7 pupils complete MALT assessments	Assessments completed and data recorded and analysed by maths champ and SLT	Wk beg 20 <sup>th</sup> Feb	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Tracking meetings analyse qualitative and quantitative data to inform next steps	Gaps discussed and approaches agreed	Wk beg 27 <sup>th</sup> Feb	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	P4-7 Staff to have one day planning with Maths Champ to plan Phase 4 using assessment data	Staff all had planning time with maths champ and plans completed	Feb 2023	

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To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Phase 4 of six week block begins for P4-7	Capture evidence and display journey of learning. Floor book and wall outside class	Wk beg 27 <sup>th</sup> Feb	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Primary 4-7 pupils complete MALT assessments	Assessments completed and data recorded and analysed by maths champ and SLT	Wk beg 24 <sup>th</sup> April	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Phase 5 of six week block begins for P4-7	Capture evidence and display journey of learning. Floor book and wall outside class	Wk beg 2 <sup>nd</sup> May	
To raise pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Primary 4-7 pupils complete MALT assessments	Assessments completed and data recorded and analysed by maths champ and SLT	Wk beg 12 <sup>th</sup> June	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation?	Identify progress and impact in

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		that will be procured to support		When will outcomes be measured?	narrowing the PRAG
Increase attainment in literacy	Literacy – Toe by Toe Resources	£250	Assessment information reviewed at Tracking Meetings	August - May	
Improve readiness to learn and support wellbeing	Wellbeing – Nurture Den – P1-3 and Café – P4-7 – Resources for use, sensory equipment, specialised materials, catering	£1500	Children will complete Boxall profiles and EDC Health and Wellbeing Surveys – children’s attainment and attendance in class and outdoor learning activities with others should increase	August - June	
Remove identified barriers for children as identified through ICT assessments	Purchase recommended resources to remove barriers and enhance learning opportunities for identified learners	£6400	Learners’ should display improved access to the curriculum and attainment should improve especially literacy and numeracy	August - June	

## APPENDIX 1 – GAP ACTION PLANS

### St Matthew's Primary



## School Improvement Action Planning 2022-23

**Taking a Closer Look Statement**

At St Matthew's P.S. our expressive arts curriculum plays a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

**Aspect to be Investigated**

Progressive Art Planners at all stages

Aim/ Expected Outcome	Task	Measures/Evidence	Timescales	Evaluation
To gain knowledge and understanding of art programme currently used within St Matthew's	Audit current practice through resources available within school.	Questionnaire to staff	May 2022	Main resource noted other (Pinterest and Art for Kids)

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To gain understanding of wider resources/planners available in other establishments	High School liaison. Millersneuk Primary Latest Research – Education Scotland. EDC schools	Extracting important aspects from fellow professionals	September 2022	
<b>Share journey so far (Staff Meeting 21<sup>st</sup> September)</b>				
To gain an understanding of the learner journey techniques in art across levels.	Arrange good practice visits to EDC establishments.	Professional dialogue and photographs (Evaluative and Qualitative)	October 2022	
Gain knowledge and understanding best practice when delivering a progressive and balanced class programme.	Arrange sharing good practice visits on advice of QIO. (EDC and Beyond)	Professional dialogue and photographs (Evaluative and Qualitative)	October 2022	
To support teacher confidence in delivering Art through the visual aspect.	Arrange CLPL from Turnbull High School (Higher Art Students)	Evaluations of CLPL on practice	November 2022	

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<b>Share journey so far (Staff meeting 9<sup>th</sup>/20<sup>th</sup> November)</b>				
<b>Source progressive and balanced programmes of work within EDC and beyond.</b>	<b>Provide programmes of work and resources to support teachers in delivering an effective art programme.</b>	<b>Resources allocated to all stages</b>	<b>December 2022</b>	
<b>To understand the impact of the programme of work plan- implement and evaluate.</b>	<b>Plan-implement evaluate</b>		<b>Jan – April 2023</b>	
<b>Share journey so far (Staff meeting 18<sup>th</sup> January)</b>				
<b>To build sustainability by sharing best and next practice. Self-Evaluation</b>	<b>Share with staff Complete action plan</b>		<b>May 2023</b>	
<b>Share journey so far (Staff Meeting 17<sup>th</sup> May)</b>				



## APPENDIX 2

### St Matthew's Primary



## School Improvement Action Planning 2022-23

**Taking a Closer Look Statement**

At St. Matthew's Primary school we promote a diverse ethos that recognises and celebrates all cultures and faiths.

**Aspect to be Investigated**

How we can promote and celebrate other cultures and faiths within the context of our Roman Catholic establishment.

Aim/ Expected Outcome	Task	Measures/Evidence	Timescales	Evaluation
	Audit current practice through self-evaluation		August 2022	

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To gain knowledge and understanding of other world religions.		Create and send questionnaires to staff members and pupils.		
To gain understanding of latest Archdiocesan guidance on the teaching of other world religions. To gain information on the Scottish Governments guidance on the teaching of other world religions.	Research Archdiocesan website. SCES  Research Education Scotland documents.	Contact Joanna Sweeney at Archdiocese. Extract important information from professional reading.	September 2022  September 2022	
<b>**SHARE JOURNEY SO FAR AT STAFF MEETING 21 SEPTEMBER 2022**</b>				
Gain understanding of planners across EDC for both R.C. and non-denominational schools.	Arrange a visit to Turnbull High School's R.E. department	Professional dialogue and photographs	October 2022	
Gain understanding of good practice in other establishments.	Arrange good practice visits for other world religions in other establishments.	Professional dialogue and photographs. Teams meeting if required.	November 2022	

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Develop knowledge and understanding of Judaism.	Purchase and provide resources for Judaism for each stage, Arrange visit to Synagogue	Source resources equitably. Learning to be shared on learning wall in link corridor. Photographs and professional dialogue.	Week beginning 19 December 2022	
Create a calendar of religious events to take place in school.	Share calendar with staff and add to it if required	Calendar to be shared and saved in R.E. planning folder	January – April 2023	
Develop knowledge and understanding of Islam	Purchase and provide resources Islam for each stage. Arrange visit to Mosque.	Source resources equitably. Learning to be shared on learning wall in link corridor. Photographs	Week beginning 17 April 2023	
To build sustainability by sharing best and next practice. Self-evaluation.	Produce planner for Judaism and Islam. Share with staff.		May 2023	

## APPENDIX 3

### St Matthew's Primary



## School Improvement Action Planning 2022-23

#### Taking a Closer Look Statement

At St Matthew's PS almost all learners make very good progress in reading **including** those who are most **disadvantaged**

#### Aspect to be Investigated

Reading with specific emphasis on reading for information, inference and prediction. The idea will be to identify the children in school with potential contributing factors that act as a barrier to attainment. This may include factors/reasons not previously considered by staff.

Aim/ Expected Outcome	Task	Measures/Evidence	Timescales	Evaluation
To gain a deeper understanding of reading data across assessments in the school.	Analyse ACEL, SIMD & FME of previous school year	Collate and display data	August 2022	

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<p>To gain understanding of professional material in circulation about known barriers to reading and potential supports</p>	<p>Government Websites                  Glow Blogs                  TES Magazine                  Dyslexia Scotland                  CALL Scotland                  SCERTS                  Anne Glennie                  Read On, Get On Campaign                  Short Read/Long Read</p>	<p>Extracting important aspects from professional reading to be taken forward</p>	<p>September 2022</p>	
<p>To gain an understanding of the learner journey for reading across the school and EDC.</p>	<p>Survey class teachers on use of current supports</p> <p>Investigate good practise throughout the council</p>	<p>Survey results</p> <p>Professional dialogue</p> <p>CLPL opportunities</p> <p>Some suggestions for staff for Book Week Scotland (14-20 Nov)</p>	<p>October 2022</p>	
<p>Deeper analysis of data received</p>	<p>Collating reading support measures/evidence currently used in school &amp; EDC to be shared with staff</p>	<p>Easy to read information for the staff to understand</p> <p>Aim is to share practise of what is already happening in school/EDC that others may be unaware of</p>	<p>November 2022</p>	

<p>To undertake a small scale study to investigate other methods of best practise for improving reading</p>	<ul style="list-style-type: none"><li>• Base-line reading assessments</li><li>• Purchase and provide resources required for small scale study</li><li>• Particular emphasis on inference and prediction – investigate CLPL opportunities</li><li>• Trail selected resources in BL, SH &amp; LP classes</li></ul>		<p>December 2022</p>	
<p>To understand the impact of the small scale study.</p>	<p>Plan-implement-evaluate</p>		<p>Jan-Apr 2023</p>	

## APPENDIX 4

### St Matthew's Primary



## School Improvement Action Planning 2022-23

**Taking a Closer Look Statement**

At St Matthew's all of our young people have the opportunity to celebrate wider achievements.

**Aspect to be Investigated**

Aim/ Expected Outcome	Task	Measures/Evidence	Timescales	Evaluation
To gain knowledge and understanding of how wider	Audit current practice through self-evaluation.	Discuss as a team what we have seen in previous years in our school.	May'22	

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achievements are already celebrated in St Matthew's.		Issue a questionnaire to staff to find out what teachers are doing in their classroom to celebrate wider achievements.		
Reading Challenge	Contact Library to come to assembly to encourage pupils to take part in Reading Challenge.	Reading Sticker Chart and Certificate- Gold, Silver and Bronze.	May'22	
To gain an understanding of what is happening in other schools.	Research Education Scotland website. Class blogs School twitter accounts	Extracting good examples that can be implemented in our own setting.	Ongoing	
Tracking involvement of pupil involvement in clubs.	Find out what clubs pupils already attend.	Pupil questionnaire Introduce a Wider Achievement profile/jotter to record achievements throughout the year.	August'22	
Create a display of wider achievements.	Helen/Gina responsible for creating the wall display and upkeep throughout the year.	Teachers to support this through sending evidence from Seesaw journals.	August'22	



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	Create a trophy cabinet. Share photos on twitter regularly.	Star Writers and HT awards from assembly. Golden Bench photos.		
To celebrate achievements in the Café.	HT awards to visit the café after winning their certificate.	Recognition of their achievements. Teachers to keep a record and track who is winning the award.	August'22	
To provide a variety of clubs in St Matthew's to meet the needs and interests of all learners.	Research clubs in other schools. Research local/national competitions we could take part in. Communicate with local agencies who could run clubs. Ask parents/teachers if they could help run a club. Set up clubs.	Questionnaire to staff and parents – what club could you set up? Build relationships with local agencies that could run clubs and competitions in our school.	October'22	
Share our learning journey so far (Staff meeting 9 <sup>th</sup> /20 <sup>th</sup> November)				
Pride of St Matthew's Award linked to Caring Child	Teachers select one pupil from their class to receive the award. certificate and café reward. They will be given a pin to wear every day after.	Outstanding behaviour and kindness shown to their peers and staff.	December'23 and June'23	
Share wider achievements with the wider community.	Literacy committee to create a newsletter that	Contact local newspapers and shops.	January'23	

	shares wider achievements.	Give the newsletter into local shops, houses, libraries and cafes. Post to care homes.		
World Languages Day	All pupils to come to school wearing their national dress, flags displayed, talent show playing instruments from around the world, traditional dance etc. Involve parents in the planning and implanting of this.	Contact parents to ask how they can support the event. Organise event. Communicate aim of the event with staff.	March'23	