

# ST. MUNGO'S RC PRIMARY SCHOOL



## SCHOOL IMPROVEMENT PLAN 2017/18

## **Our Vision and Aims**

As a Catholic School our vision is to create a safe and caring environment where we can grow in love and faith. To provide support and challenge to help us develop skills and knowledge which will allow us to embrace the future.

Where we aim to:

- Establish an inclusive culture of self-respect where every child can celebrate their uniqueness and use their God given talents.
- Promote an ethos of high expectations and continual improvement where all learners are encouraged to be the best they can be.
- Provide high quality teaching to ensure the engagement of all learners; enabling them to contribute effectively and confidently.
- Provide a faith community based on Gospel Values, where we regularly participate in Liturgies, Sacraments and prayers to nurture faith.
- Promote respect for the faith and cultures of others.
- Develop a sense of wonder about the world we live in; recognising our responsibilities within it.
- Work in partnership with parents, parish and others to enhance and strengthen the learning experiences provided for our children

**Curriculum Rationale**

This rationale has been developed collaboratively with pupils, parents and staff. The drivers for us as a school community are to ensure all children's learning, social and emotional needs are being met and that we are raising attainment. As a school we are aware of the need to ensure that there is equity in the service we provide to our children, their families and the community. We are also passionate that the learning experiences of the children are relevant and coherent; allowing children to develop skills for learning life and work. We know that building community will support and enhance learning.

In order to develop our curriculum rationale we asked the following questions:

**Who are we?**

We are a small Catholic school based in Alloa. We are in the south of Alloa close to the River Forth, Alloa and Clackmannan Towers and the Glass Works which we hope will provide geographical, historical and industrial contexts for our learning. We serve the communities of the East of Clackmannanshire. Families choose to join our community because of our values which are embedded in Gospel values. Our children come from a variety of socio-economic backgrounds and life experiences. A significant number of our pupils come from homes where English is an Additional Language. With no nursery we work with a range of partner nurseries to ensure a smooth transition for our Primary 1s. Our children move on to St. Modan's or Alloa Academy and we work with both schools in order that children are secure and confident in their move to secondary school. Due to our size, most classes in the school are composite.

**What do we want for our children?**

We want our children to grow as learners within the four capacities of Curriculum for Excellence; that is as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our curriculum will plan for and recognise attainment and achievement to reflect this. We want our children to be literate, numerate and able to make healthy choices. Recognising the importance of the development of early literacy and numeracy skills the curriculum will be designed in order to support the acquisition of these skills in the early years. As children progress through the school they will be supported to develop literacy and numeracy skills across the curriculum so links can be made. We will consistently work with partners in order to tackle the attainment gap and this will influence curriculum design and structure. We need our children to be confident in their role as citizens of the 21<sup>st</sup> century and it is important to us that our children are resilient and have perseverance in skills for learning, life and work. As a Catholic school it is important to us that our children grow in faith.

**How will we get there?**

We feel that in order to achieve our aims and vision the curriculum should be driven by Interdisciplinary Learning, Co-operative Learning and Outdoor Learning as well as clear and progressive pathways for literacy and numeracy. Learning and teaching will be enhanced by use of digital technology. Our curriculum is carefully planned as a mix of integrated and discrete elements. Where possible we use themes to enhance learning but recognise that this is not always appropriate for all aspects of the curriculum. There will be an appropriate balance between active learning and skills development. In order that children's entitlements are met children will experience 2hrs quality PE a week. As a Catholic school children will have 2 hrs RERC every week. Children at Primary 3, 4 and 7 will be instructed in the Sacraments and strong links will be maintained with the local Parish of St. Mungo's. In order that children experience as wide a curriculum as possible, teaching staff will take responsibility for planning, implementing and assessing learning in a specific curricular area. This will allow for a coherent progression framework to be delivered. Children will have many opportunities to learn out with the classroom through the life and ethos of the school. We work

closely with Parklands Nursing Home, RSPB and the local Church to enhance learning experiences. We will continually seek support from partners in order that this continues. We will continue to work with parents to support learners, to support learning and to enhance learning.

### **What will our children know?**

Our children will know about their rights and responsibilities as outlined in the UNCRC. They will appreciate that they are a member of God's family and as such are unique and special. Children will know about other's cultures and faiths in order that they are understanding and respectful. As many of our classes are composite we will take great care in ensuring contexts for learning address the Experiences and Outcomes from Building the Curriculum 3 in a rolling programme; revisiting them in a different context across a level. Progression of skills and knowledge will be planned and tracked according to age and stage. Our children will know how to apply numeracy and literacy skills to all contexts for learning. Children will experience learning which enhances their understanding of their local community as well as Scotland and its place in the world. Children will have an understanding of people in the past which originates with them and their families, moving on to contexts which are relevant. Contexts for learning will reflect local and national circumstances. Through a progressive Health and Well-being programme children will know how to keep themselves safe and healthy as well as physically active.

## Self-Evaluation - School Improvement Plan 2016/17

Our Improvement Plan for this session was driven by the four recommendations made by Education Scotland.

<b>Review approaches to meeting the social, emotional and learning needs of all children.</b>
<ul style="list-style-type: none"><li>*Good progress has been made in developing children's social and emotional wellbeing.</li><li>*Nurture principles have been developed and embedded across the school.</li><li>*Support plans are in place for all children require them and they are monitored and evaluated regularly.</li><li>*Staff are more able to identify and support children with specific learning needs.</li><li>*A number of families are engaging with Positive Parenting workshop facilitated by Early Intervention Team.</li></ul>
<b>Further develop curriculum and approaches to assessment to raise children's attainment.</b>
<ul style="list-style-type: none"><li>*Staff are confident in planning and delivering Read, Write, Inc.</li><li>*Read, Write, Inc has had positive impact on pupils' learning.</li><li>*Teachers are confident in planning for and assessing progression within skills academy.</li><li>*There is a clear overview of children's learning across the curriculum.</li><li>* There is a clear and consistent method of recording planning of assessment.</li></ul>
<b>Further develop curriculum and approaches to assessment to raise children's attainment.</b>
<ul style="list-style-type: none"><li>*There is a clear and consistent approach to planning interventions and tracking impact</li><li>*Standardised assessments show that the majority of children in P7 and most of the children in P5 and P3 are achieving average or above average in reading and general maths.</li><li>*We have introduced 'Learning Together' sessions to involve parents in learning with their children.</li><li>* Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</li><li>* We have introduced procedures for tracking assessments which support us to develop an overview of literacy and numeracy both at class and whole school level.</li><li>*Staff engaging with literacy models with Sue Ellis to support staff development across the school in the teaching of Reading with a focus on closing the attainment gap.</li></ul>
<b>Improve the quality and consistency of children's learning experiences through focused self-evaluation.</b>
<ul style="list-style-type: none"><li>*Children engage in learning conversations supporting their development of knowing themselves as learners.</li><li>*Procedures are in place to support the tracking and monitoring of pupil progress.</li><li>*Procedures are in place to support staff in moderating planning and assessment.</li><li>*Engaged in authority Validated Self-Evaluation Programme.</li><li>*Positive visit from Education Scotland to revisit recommendations from June 2014.</li></ul>

## Action Plan Numeracy

Cluster/School St. Mungo's RC Primary School	Total PEF Allocation £ £18,044.63	Links to SAC ✓
Headteacher/Manager Nicola Wood	Accountable Person Fiona Boualam	Improving Outcomes Manager Cathy Quinn

### Outcome (transformational)

Ensure a consistent approach to high quality learning and teaching of numeracy across the learning community so that there will be a 10% annual increase in the number of children/young people achieving CfE levels in numeracy across the learning community.

### Proposed intervention

Implementation of Local Authority guidance on teaching of numeracy through:

- Participate in cluster level CLPL delivered by Curriculum Support Team. (number acquisition, Growth Mindset in numeracy, AfL in numeracy)
- Participate in collaboration and moderation of planning and practice across the cluster
- Engage in Action Research on teaching of Fractions.
- Continue to provide Numeracy Catch Up Programme – LA, Class Teacher
- Provide an afterschool homework group - LA
- Introduction of Sumdog as an additional tool to support teaching of numeracy - £364
- Use of ipads to enhance Learning and Teaching

### Rationale for this proposal

Standardised assessments show that only 50% of children in P7 have an average or above average score for General Maths. Historically there is a downward trend from P3 to P5 to P7. The same is true of Teacher Professional Judgement of CfE levels.

There is conclusive evidence that digital equipment, tools and resources can, where effectively used, raise the speed and depth of learning in science and mathematics for primary and secondary age learners.

<http://www.gov.scot/Publications/2015/11/7786/4>

NIF Priority	NIF Driver(s)	HGIOS 4 QIs
Closing the attainment gap between the most and least disadvantaged children.  Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> </ul>	1.3 Leadership of change  2.3 Planning, Teaching and Assessment  3.2 Raising Attainment and Achievement

Start date	Time allocation	Progress review date	Completion date
Aug 2017	18 months	Nov 2017	Dec 2018

Outcomes (What do you want to achieve and by when – e.g. short, medium and long term goals?)	RAG Status
<p><b>Short</b></p> <ul style="list-style-type: none"> <li>• Staff will have an increased knowledge and understanding of children’s acquisition of number</li> <li>• Staff will further develop skills in the teaching of numeracy</li> <li>• High quality learning resources sourced</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Teachers will plan and deliver higher quality, consistent learning experiences for children and young people</li> <li>• Increased mental agility of children</li> <li>• Children's learning experiences are enhanced through effective resources</li> <li>• Consistent approach to assessment of numeracy across the Learning Community</li> </ul> <p><b>Long</b></p> <ul style="list-style-type: none"> <li>• Children are more able to apply their mental agility and knowledge and understanding of number to all areas of numeracy.</li> </ul>	

Success criteria (Improved outcomes for pupils)	
Impact	Measurement Plan
<p><b>1. Staff will be confident in identifying current levels and next steps in teaching of numeracy</b></p> <p><b>2.1 Children will be engaged and participate in numeracy lessons.</b></p> <p><b>2.2 Children will be more confident in applying numeracy skills.</b></p> <p><b>3. All children will make good progress on prior levels of number sense and mental maths</b></p>	<p><b>1.1 Tracking/planning meetings</b></p> <p><b>1.2 PRD</b></p> <p><b>1.3 Staff evaluation of confidence levels, prior, post and back at school.</b></p> <p><b>2.1 Quality Assurance visit school and Local Authority – which reflect elements and success criteria from CLPL</b></p> <p><b>2.2 Pupil questionnaire</b></p> <p><b>2.3 Staff self-evaluation</b></p> <p><b>2.4 Pupil profiles</b></p> <p><b>3.1 Class Assessments – school assessment calendar</b></p> <p><b>3.2 Standardised assessment</b></p>

Challenges (What might hinder success?)	Solutions
<ul style="list-style-type: none"> <li>• Workload of staff to support Action Research of projects</li> <li>• Willingness of targeted pupils to attend homework club</li> <li>• Parental capacity and willingness to engage</li> <li>• Children’s access to IT out of school</li> </ul>	<ul style="list-style-type: none"> <li>• Time allocated through WTA and individual PRD.</li> <li>• Encourage partnership working with parents to support uptake.</li> <li>• Partnership working with EIT, CT and parents to encourage engagement</li> <li>• Homework club</li> </ul>

Specific Tasks	Responsibility	By when	On-going evaluation

Resources
Sumdog subscription Input from Winning Scotland – Growth Mindset Ipads Numeracy Tracker/ Phase assessments Input from Curriculum Support Team to facilitate sharing good practice/monitoring WTA-reflects Cluster Working



## Overall Evaluation

Progress	Impact	Evidence

## Action Plan Literacy

Cluster/School St. Mungo's RC Primary School	Total PEF Allocation £ £ 21,820.62	Links to SAC ✓
Headteacher/Manager Nicola Wood	Accountable Person Joanna Rowe	Improving Outcomes Manager Cathy Quinn

### Outcome (transformational)

Ensure excellence and equity for all learners through universal and targeted interventions that extend vocabulary and raise attainment in literacy.

#### Proposed intervention

1. Identify and address the vocabulary gap
2. Ensure reading recovery programme in place for upper school with consistent teaching methods across the school
3. Further develop phonics programme
4. Develop use of IT software and hardware to support teaching and learning

#### Rationale for this proposal

Standardised assessments show that there is a downward trend from P3 to P5 to P7. The same is true of Teacher Professional Judgement of CfE levels. Pupils, staff and parents agreed that raising attainment in literacy is a development priority.

*"Investing in education technology is no longer an option, but a necessity....students unable to navigate through a complex digital landscape will no longer be able to participate fully in economic, social and cultural life around them"*

Andreas Schleicher

OECD Education Director

There is conclusive evidence that digital equipment, tools and resources can, where effectively used, raise the speed and depth of learning in science and mathematics for primary and secondary age learners. There is indicative evidence that the same can be said for some aspects of literacy, especially writing and comprehension. <http://www.gov.scot/Publications/2015/11/7786/4>

NIF Priority	NIF Driver(s)	HGIOS 4 QIs
Closing the attainment gap between the most and least disadvantaged children.  Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> </ul>	1.3 Leadership of change  2.3 Planning, Teaching and Assessment  3.2 Raising Attainment and Achievement

Start date	Time allocation	Progress review date	Completion date
June 2017	2 years	Sept 2017 Nov 2017	March 2019

Outcomes (What do you want to achieve and by when – e.g. short, medium and long term goals?)	RAG Status
<p><b>Short</b></p> <ul style="list-style-type: none"> <li>• Staff will have a greater understanding of how the different levels of cultural capital that our children bring to school impacts on their learning.</li> <li>• Staff will further develop skills in implementing agreed literacy interventions.</li> <li>• High quality learning resources sourced.</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Practitioners will become more effective in planning and delivering literacy interventions.</li> <li>• Practitioners will become more skilled in identifying the appropriate strategies for individuals in order to meet learners’ needs.</li> <li>• Children will begin to become more confident when engaging in the extended range of literacy learning activities.</li> </ul> <p><b>Long</b></p> <ul style="list-style-type: none"> <li>• Staff confidence in the application of literacy strategies across the curriculum will increase.</li> <li>• Children’s experience of literacy across the curriculum will be enhanced.</li> <li>• Children’s attainment in literacy will increase.</li> </ul>	

Success criteria (Improved outcomes for pupils)	
Impact	Measurement Plan
<p>1. Staff will be more confident in identifying current levels and the next steps in the teaching of literacy.</p> <p>2. Children will experience appropriate teaching interventions to support literacy development.</p> <p>3. All children will make good progress on previous assessments of literacy learning.</p>	<p>1.1 Staff questionnaires – prior, post, 6 weeks later</p> <p>1.2 Tracking &amp; monitoring meetings</p> <p>1.3 Planning meetings</p> <p>1.4 PRD</p> <p>1.5</p> <p>2.1 Tracking &amp; monitoring meetings</p> <p>2.2 Quality assurance visits</p> <p>2.3 Pupil questionnaires</p> <p>2.4 Staff self-evaluation</p> <p>2.5 Pupil profiles</p> <p>3.1 School assessments - school assessment policy</p> <p>3.2 Quality assurance visits</p> <p>3.3 Pupil questionnaires</p> <p>3.4 Staff self-evaluation</p> <p>3.5 Standardised Assessment</p> <p>3.6 NGRT Results</p> <p>3.7 Teacher Professional Judgement</p>

Challenges (What might hinder success?)	Solutions
<ul style="list-style-type: none"> <li>• Staffing – need staff to support delivery of RWI, Fresh Start and reading recovery programmes</li> <li>• Staff capacity – due to high turnover of staff session 2017/18 skills in RWI need to be developed</li> <li>• Parental capacity and willingness to engage</li> </ul>	<ul style="list-style-type: none"> <li>• PEF allocation being used to employ extra LA and CT</li> <li>• PEF allocation being used to buy development days from RWI</li> <li>• Partnership working with EIT, CT and parents to encourage engagement</li> </ul>



## Overall Evaluation

Progress	Impact	Evidence

<b>Action Plan Health and Wellbeing</b>		
<b>Cluster/School</b> St. Mungo's RC Primary School	<b>Total PEF Allocation</b> £ 12,620	<b>Links to SAC</b> ✓
<b>Headteacher/Manager</b> Nicola Wood	<b>Accountable Person</b> Nicola Wood	<b>Improving Outcomes Manager</b> Cathy Quinn

<b>Outcome (transformational)</b> The children in our school will demonstrate greater confidence in successfully meeting the learning challenges they face. Children will become more skilled in communicating positively about dealing with challenges and persevering to achieve an ambitious learning goal.		
<b>Proposed intervention</b> <ol style="list-style-type: none"> <li>1. Provision of Play/Art therapy - Spark Counsellor</li> <li>2. Early Intervention Team member working with P1 ensuring readiness for learning</li> <li>3. EIT trained in Theraplay</li> <li>4. Partnership working with parents</li> <li>5. After school club – LA</li> </ol> <b>Growth Mindset input – cluster level</b>		
<b>Rationale for this proposal</b> Consultation with partner nurseries has highlighted a number of children for whom the transition to Primary School will be a challenging experience. Parental engagement in learning has been a focus of School Improvement Work this session and continues to be a development need. A number of our children have experienced trauma in their life to some degree and this impacts on their ability to engage with learning and their school experience. This session we are beginning to see positive impacts of counselling for these children. (Pupil, Teacher and Parent questionnaires)		
<b>NIF Priority</b>	<b>NIF Driver(s)</b>	<b>HGIOS 4 QIs</b>
Closing the attainment gap between the most and least disadvantaged children.  Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> </ul>	1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions

<b>Start date</b>	<b>Time allocation</b>	<b>Progress review date</b>	<b>Completion date</b>
June 2017		Sept 2017 Nov 2017	

Outcomes (What do you want to achieve and by when – e.g. short, medium and long term goals?)	RAG Status
<p><b>Short</b></p> <ul style="list-style-type: none"> <li>• Learning environment in P1 class will be enhanced to support transition. (Opportunities to play and ensure readiness for learning)</li> <li>• Partnership working of all adults supporting children will be more effective. (Parents, EIT, LA, CT)</li> <li>• All staff will have a greater knowledge and understanding of the children who need specific interventions and their needs</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Staff skills in supporting children with identified need will be improved.</li> <li>• Children’s confidence to communicate with staff will increase</li> <li>• Children will be more effective in decision making</li> <li>• Fewer incidents of unregulated behaviour</li> <li>• Children’s social and communication skills with peers will be enhanced</li> </ul> <p><b>Long</b></p> <ul style="list-style-type: none"> <li>• Children’s attitude to learning and teaching will be improved</li> <li>• Children’s motivation to engage with tasks will be increased</li> <li>• Children’s attainment will be raised</li> </ul>	

Success criteria (Improved outcomes for pupils)	
Impact	Measurement Plan
<p><b>1. Children will experience a welcoming environment where they feel nurtured and safe.</b></p> <p><b>2. Children will be able to engage with tasks for a growing period of time.</b></p> <p><b>3. Children will be more able to engage in learning and teaching</b></p> <p><b>4. Children will be confident to communicate with adults and seek help</b></p>	<p>1.1 Observation of children 1.2 Incidents of unregulated behaviour 1.3 Run chart to monitor specific children and their behaviours.</p> <p>2.1 Run chart for identified children within classroom setting</p> <p>3.1 Pupil profiles 3.2 Boxhall profiles 3.3 Bigsteem questionnaire</p> <p>4.1 Monitoring of pupils’ use of communication strategies 4.2 Periodic pupil questionnaire (health and wellbeing/school self-evaluation)</p>

Challenges (What might hinder success?)	Solutions
<ul style="list-style-type: none"> <li>• Wide range of children’s needs</li> <li>• Fostering and sustaining positive relationships with parents</li> <li>• Willingness of targeted children/families to attend out of hours clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Using assessment tools to identify correct interventions to be used</li> <li>• Working with partnership agencies to support assessments</li> <li>• Partnership working with EIT, CT and parents to encourage engagement</li> </ul>





## Overall Evaluation

Progress	Impact	Evidence

Action Plan Skills for Learning, Life and Work		
Cluster/School St. Mungo's RC Primary School	Total PEF Allocation £ nil	Links to SAC
Headteacher/Manager Nicola Wood	Accountable Person TBC	Improving Outcomes Manager Cathy Quinn

**Outcome (transformational)**  
Across the four contexts for learning children will recognise the importance of and be aware of their own skills for learning, life and work.

**Proposed intervention**

5. Review approaches to planning and delivering IDL in order to address and recognise skills development and application
6. Ensure effective use of IT across the curriculum
7. Further develop children's skills in using pupil profiles
8. Development of Pupil Leadership
9. Further develop partnership with parents to enhance learning experiences across the curriculum

(This will be complimented with the cluster work being undertaken on Growth Mindset)

**Rationale for this proposal**

There have been a number of recent discussions with local and national employers, positive destinations data gathering exercises as well as the publication of the Wood Commission. Throughout these discussions and data collections a number of key skills were identified as being highly desirable for future employees. These skills form part of the proposed intervention and as such are areas we would like to see our children and young people develop and apply confidently in a range of contexts.

*"It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work." (Building the Curriculum 4: 2009)*

NIF Priority	NIF Driver(s)	HGIOS 4 QIs
Closing the attainment gap between the most and least disadvantaged children.  Improvement in employability skills and sustained, positive school leaver destinations for all young people.	<ul style="list-style-type: none"> <li>• School Improvement</li> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> </ul>	1.3 Leadership of change  2.3 Planning, Teaching and Assessment  2.7 Partnership  3.2 Raising Attainment and Achievement

Start date	Time allocation	Progress review date	Completion date
August 2017	2 years	Dec 2017	May 2019

Outcomes (What do you want to achieve and by when – e.g. short, medium and long term goals?)	RAG Status
<p><b>Short</b></p> <ul style="list-style-type: none"> <li>• Staff will gain a greater awareness of creativity and employability skills</li> <li>• Staff’s skills in planning learning opportunities to develop children’s creativity and employability skills will be enhanced</li> <li>• Staff’s skills in planning learning opportunities to develop children’s digital literacy will be enhanced</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Our children experience a wide range of learning opportunities that promote creativity and employability</li> <li>• Children have a greater awareness of creativity and employability skills</li> <li>• Children are able to identify creativity and employability skills being developed and applied in learning activities</li> <li>• Children are more confident in their application of digital technology skills across the curriculum</li> <li>• Staff’s skills in identifying IDL opportunities for developing children’s digital literacy and creativity and employability skills will be enhanced</li> <li>• Parents’ confidence in the use of digital technology for learning will have been increased through parent workshops</li> <li>• Parents will be more engaged in the life and work of the school through their involvement in the planning and delivery of vertical groups skills programmes</li> </ul> <p><b>Long</b></p> <ul style="list-style-type: none"> <li>• Children’s confidence and competence in using digital technology for learning will have increased</li> <li>• Family learning will be promoted through staff, pupils and parents working together on home learning opportunities using digital technologies e.g. Sumdog</li> <li>•</li> </ul>	

Success criteria (Improved outcomes for pupils)	
Impact	Measurement Plan
<p>1. Children will experience lessons where skill development and application will be effectively planned</p> <p>2. Children will be more confident in identifying skills being applied to learning across the curriculum</p> <p>3. Parents will be more able to support children in identifying and developing skills.</p> <p>4. Children will be more confident in identifying their own strengths and development needs</p> <p>5. Children’s use and application of IT skills across the curriculum will enhance learning</p>	<p>1.1 Moderation of teachers planning 1.2 Quality Assurance visits 1.3 PRD dialogue</p> <p>2.1 Pupil Profiles 2.2 Learning Conversations</p> <p>3.1 Attendance of parents at Learning Together Sessions 3.2 Parental questionnaires – School Self-Evaluation/Parents’ Evening</p> <p>4.1 Pupil Profiles 4.2 Learning Conversations</p> <p>5.1 Quality Assurance Visits 5.2 Pupil Profiles 5.3 Teacher Professional Judgement – Reporting to Parents</p>

Challenges (What might hinder success?)	Solutions
<ul style="list-style-type: none"> <li>● How do we measure skill evaluation accuracy?</li> <li>● How do we measure skill development?</li> <li>● Consistency of data collection.</li> <li>● Consistency in Teacher Professional Judgment</li> <li>● IT networks and resources are inconsistent throughout cluster</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil/Teacher discussions &amp; target circle/run chart?</li> <li>● Pupil/Teacher discussions &amp; target circle/run chart?</li> <li>● Engage with whole school and cluster moderation activities</li> <li>● Use of Pupil Equity Funding to purchase enhanced IT resources and software</li> </ul>

Specific Tasks	Responsibility	By when	On-going evaluation

**Resources**

WTA – to reflect cluster working  
(Growth Mindset input)  
IT – Purchase of ipads

**Overall Evaluation****Progress****Impact****Evidence**