Annanhill Primary School

Establishment Improvement Plan

2023/24



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| School Improvement Plan | Annanhill Primary School |
| Head Teacher | Mrs Emma Johnstone |
| Date Submitted | Submitted to Head of Education on: 26th June 2023 |
| Session  (Date when each year is written) | 2023-2024 |

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| School’s/Centre’s Vision and Values | Annanhill Primary is an inclusive school based in Grange Campus. We cater for the needs of all children in our care by providing them with high quality learning and teaching experiences, where we strive to improve attainment and achievement for all learners.  **Our Strengths**:   * High quality pastoral care shown by all staff. * Commitment of staff to improving learning and teaching. * Range of learning experiences provided for pupils. * Ethos and teamwork. * Pupils are friendly, courteous and well mannered   **Our Aims**  We aim to give our children skills for learning, life and work. We want to:   * Provide a safe, welcoming and caring environment where children, parents and staff feel included, valued and respected. * Deliver high quality stimulating and engaging learning experiences for all children. * Create a nurturing ethos within the school where children feel ready to learn. * Support our families in learning and be actively involved in the wider community. * Encourage all our pupils to continue to be lifelong learners and look for opportunities to develop a strong sense of responsibility and citizenship within and beyond the school.   **Our Priorities**   * Deliver high quality learning experiences and raise attainment in literacy and language. * Deliver high quality learning experiences and raise attainment in numeracy and mathematics. * Offer opportunities for our children to build their resilience and support mental and physical health. * Offer a range of opportunities to our families to play an active role in school life and support learning.   As a school, our values of **Achievement, Kindness and Respect** are embedded across the school community. We aim to ensure our children and families are kind, caring and connected across our local community.      We all work towards our school vision to **“Be the Best You Can Be!√** |

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | √ |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | √ |
| Parent Council and Forum | √ |  | Takes account of the strategy for parental involvement under section 2 (4A) | √ |
| Teachers, practitioners and ALL school/centre staff | √ |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | √ |
| Volunteers/ Community partners | √ |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | √ |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | √ |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | √ |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | √ |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | √ |

Head Teacher Signature: Mrs Emma Johnstone

**Pupil and parental strategic involvement**

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| *For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre*  Our Pupil Voice Group meets once a fortnight and consists of two children from each class in the school. The children use the evaluation toolkit How Good Is OUR School, to help them evaluate and make improvements. Each child has a journal where they note important information. They feedback to their class and gather the views of others. Other pupil leadership committees include:   * Rights Respecting Schools * Dyslexia Friendly Schools – Cool Learners * Sports Committee * Clean Green Committee * Digital Leaders * Wellbeing Champions * JRSO * P7 Prefects / Buddies and House Captains   Pupil focus groups throughout the session focusing on aspects of the improvement plan during:   * Citizenship assemblies * Daily conversations between children and SMT focusing on wellbeing * Self-evaluation indicators and values * Pupil wellbeing questionnaire’s focusing on the wellbeing indicators throughout the year - GMWP * Microsoft forms focusing on relevant school issues Through SMT classroom monitoring visits, all children will answer key questions based on their experiences and evaluations of the school * Children will comment of key aspects of change through our Blog and will discuss school activities using our YouTube channel * Children are involved in the decisions made within their learning and what topics they would like to cover * The HT and DHT’s will meeting regularly with groups of children to ensure pupil voice is heard. | *For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre*   * Parent Council will have regular presentations from the Head Teacher and will have full involvement in the Improvement Agenda * Parent Council Committee will have monthly meetings with the Head Teacher * Parents will be asked to contribute to our self-evaluation processes via the App and through our links to Teams surveys * Parents will be encourage to comment on the work of the class through our school Blog * Parents will be given the opportunity to complete surveys based on our key drivers for change * Open afternoons and workshops will provide parents with information regarding the learning of their child and the changes in approaches * Class teachers will ask for feedback through end of topic evaluations and comments on the Teams or the Blog * Parents will be invited to work with staff and pupils in forming this session’s Improvement Plan during our Collegiate Night activities * Parents who find it difficult to attend events will be asked to email their comments and suggestions into the school or complete Microsoft Forms. * Parents will be offered tutorials and online workshops to support their children and the implementation of new approaches. * Curriculum open afternoons / sharing learning sessions * Information sessions * Parents’ Evening feedback * SIP consultation Breakfast blethers V-Scene information events / workshops |

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| **Improvement Priority** | In refreshing the development of the curriculum there will be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum will be planned to reflect the curriculum rationale and the local context. We will provide 100% of learners with the opportunity to develop skills for learning, life and work, with a particular focus on digital technology and interdisciplinary learning contexts, in order to raise attainment, ambition and opportunities for all. | Rationale for improvement priority based on evidence  In line with CfE children will gain experiences and develop skills across all curricular areas driven by the principles of curriculum design which allow them to develop the appropriate skills for life, learning and work. Children will experience the totality of the curriculum encouraging them to develop into successful learners, confident individuals, effective contributors and responsible citizens. |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2 |

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| What actions are required to reach the desired outcome? | Who | When |
| Increased opportunities for learners to engage with the world of work in line with Developing Young Workforce by:   * Review current coverage of skills across all subject areas within CfE * Audit Interdisciplinary Learning opportunities and establish relevance, progression of skills and impact on attainment * Quality assure use of EAC progression planners and reintroduce IDL planners and evaluations * Establish new links and build on existing partnership with council services and local businesses directly engaging with the school to provide real-life work-based learning opportunities for our learners. Engage with the Ayrshire Growth deal and look at ways we can provide our children with the skills for future work. Further develop links with subject specialism both within the Campus and in Ayrshire College. * Revise current progression planners and utilise various resources to enhance children’s experiences of the wider curriculum. Quality assure use of EAC progression planners and reintroduce IDL planners and evaluations. * Provide learners with opportunities outside the classroom environment and invite visitors into school to support learning experience. * Create a focus on positive choices within a focus week and explore STEM opportunities at each stage of the school * Identify good practice within the staff team and identify relevant training opportunities * Further develop the use of technology across the curriculum in all stages. Utilise recently purchased laptops as a ‘class in a box’ to further develop IT skills and to enhance learning experiences * Develop teacher skills when using digital technologies across the curriculum during collegiate calendar of events | HT DHT PTs Curriculum development working party  Teaching staff Pupil committees  SMT  Working party | May 2024  October 2023  Dec 2023  Mar 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
| * ensure all children have equal opportunities to access all experiences within the curriculum * Ensure funding is directed to resources for children who require funded places when going on excursions that are relevant to the interdisciplinary learning experience | Increase school attendance to a school average of 87%  Increased attainment in literacy, numeracy and HWB. 80% of learners making good or very good progress to their next level of attainment | HT DHT PTs Teaching staff Pupil committees | May 2024 |

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| **Evidence of Impact against outcomes for learners**  Increased opportunities for learners to engage with the world of work in line with Developing Young Workforce.   * Children will have an increased awareness of the world of work and will have opportunities to develop employability skills * Children will participate in a wider variety of learning experiences. This will inspire learners to be aspirational and will ignite passion and ambition in young people in relation to the world of work. * Children will continue to develop a sense of pride in their local and wider community and contribute to it effectively |

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| **Improvement Priority** | **Raising Attainment in Literacy**  The attainment of our learners in Reading, Writing, Listening & Talking at Early, First and Second level will increase as a result of improvements relating to:   * Learning and teaching using effective pedagogy * A shared understanding and consistent implementation of EALP * Interrogating a wide range of data Robust approaches to moderation and assessment * Ensure 80% of learners are making good progress or very good progress towards their targeted level of attainment * To have a continued and contextual focus on pedagogy to improve learning, teaching and assessment, and increase attainment outcomes, particularly in literacy * To track and monitor progress effectively to identify targeted supports that are required to improve attainment levels in literacy. | Rationale for improvement priority based on evidence:  The EA Literacy Programme (EALP) contains clear methodology and strategies for teachers and pupils to support consistency in learning and teaching and increased attainment |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement  Teacher Professionalism  Assessment of children’s progress | **HGIOS/ HGIOSELCC QIs for self-evaluation**  1.2 Leadership of Learning, 1.3 Leadership of Change, 2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support 3.2 Raising Attainment & Achievement 1.5 Management of resources to improve equity |

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| What actions are required to reach the desired outcome? | Who | When |
| * Evaluate current practice and resources within Primary 3-7 * Access to online recorded training sessions, delivery of collegiate training sessions with SAC teacher or opportunity for school leader to lead or co-host any session with Education manager for literacy. Education manager to attend first few working party sessions to guide group in the effective implementation of EALP * Professional learning and support to implement East Ayrshire Literacy approaches to Phonics, Spelling, * Reading + Daily Writing (Including updated support for phonics/HFW & spelling via SAC OCTOPUS) * Professional learning and support to implement SAC DEER: Discovering Enjoyment in Effective Reading (all reading comprehension strategies –in one place) * Developing Reading Fluency – developing professional knowledge of how to support the development of fluency and how to assess fluency. Revisit Bug Club training and model how to use as a whole class resource as well as a guided reading resource. * Professional learning and support to implement how to integrate all aspects of literacy across the week: what does this look like within timetables, planning and how does it link to outdoor learning, digital literacy, DYW and IDL work. Develop flip charts that are relevant to the non-fiction texts that are being used to support IDL across the curriculum * Professional learning and support to implement D.A.R.T.s comprehension- to refresh the teaching of reading strategies. * Targeted support groups/boost groups with additional teacher funded through PEF to increase attainment in reading and writing at Primary 4 and 7.   **Communication Champion Team**  Access to the support of the Attainment Team’s Speech and Language Therapists to develop language and communication which support children’s literacy skills. This support is in the form of building the capacity of staff, parents and the wider community to promote good language and communication. Access to Listening & Talking Self-Evaluation tools to identify strengths and areas to develop. Access to CLPL Opportunities - including:   * Teaching Children to Listen/Attention & Listening * Phonological Awareness & Speech Sound Development * Big Talk * Word Aware * Communication Friendly Environment * TalkBoost KS1 & TalkBoost KS2 * Whole school training or access to the CLPL training. PT to attend the CLPL sessions to cascade information to school team * Plan for 4 twilight CLPL sessions – 1 per term for the lead. At least one follow up session for staff team to engage with CLPL. Time in class to trial approaches. * Begin the journey to becoming an EA Communication Friendly Environment (EACFE) by achieving accreditation by ‘opting in’. | DHT, PT, teaching staff and practitioners, including CAs · Parents/carers and the wider community e.g. at ‘Share the Learning’ sessions.  Craig McAllister  DHT, PT and working party  ariana.Thompson  @aapct.scot.nhs.uk | May 2024  Feb inservice day  March 2024  May 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
| * Ensuring equity across all areas of literacy by delivering high quality learning experiences * Boost groups for children who may have barriers to learning * Appropriate support and resources to ensure we reduce the poverty related attainment gap * Support for homework * Ensuring all children meet their targets with literacy * Use of PEF funded teacher and CA’s to allow for focused support in Pr4 and Pr7 to increase attainment in Literacy. * Purchasing Nessy and Sum dog as interventions to raise attainment * Five minute box interventions with trained CA to allow pupils access to support to improve literacy skill. | Increase school attendance to a school average of 87%  Increased attainment in literacy. 80% of learners making good or very good progress to their next level of attainment | HT, DHT, PTs,  Literacy working party,  Teaching staff and CA’s,  Cool Learners | May 2024 |

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| **Evidence of Impact against outcomes for learners**   * Using appropriate and effective assessment approaches to help inform teacher judgements. A focus on on-going/daily AiFL approaches to assessment and feedback to learners to establish areas of strength, gaps and next steps. * Regular assessments for Phonics & Spelling provided within the EALP and Dictated sentences at Stage One, Stage Two, Stage Three * Assessing reading comprehension at P2/P3 (and even P4) may not highlight the most common areas of reading difficulty * Increased effectiveness of decoding skills and fluency * reading fluency assessments to measured and track using the Reading Progress tool on Microsoft Teams * EAC Literacy Assessment Tools for Reading, Writing, Listening & Talking * High Quality assessments created as part of the Planning, Learning, Teaching, Assessment cycle * Phonological Awareness assessment tool: who to assess, based on ELLAT data for new P1 children, how to use the data and how to support gaps in phonological awareness. Use this assessment to identify gaps in phonological awareness for older pupils with literacy difficulties * Using appropriate and effective collection of data to support increased pace and challenge or to identify when a learner needs support * Staff survey of confidence in delivering Reading, Writing, phonics and grammar * A focus on on-going/daily AiFL approaches to assessment and feedback to learners to establish areas of strength, gaps and next steps. e.g. use of oral word warm up sentence activities at the start of literacy lessons · * Listening and Talking Assessment tools and rubrics. Learners can co-construct the success criteria for different types of talk and listening * Learners can self and peer assess their work effectively using appropriate language/terminology and can identify strengths and areas for improvement. * Staff Self-Evaluation Tool for Reading * Pupil surveys: confidence and enjoyment. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To provide all learners with the opportunity to develop digital skills to meet current and future gaps in emerging technologies  80% of all children will engage in Microsoft Teams  100% of staff and pupils will access Glow, Glow blogs, YouTube and Glow emails  100% of staff and pupils will access Promethean boards to support the learning environment  Computer Science approaches in all classes | Rationale for improvement priority based on evidence  We have currently achieved our Digital Schools award and we have seen an increase in literacy attainment using our Nessy programme funded by PEF in the areas of reading and spelling.  Raised attainment and motivation has been evident through the transferrable skills that IT has allowed our children to use in their practice.  Staff and pupil motivation increased during the pilot of computer science approaches to learning. The pilot saw children using microbits, spheros, robots and coding |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.1, 1.2, 2.2, 2.3, 2.7, 3.1, 3.3 |

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| What actions are required to reach the desired outcome? | Who | When |
| **Auditing resources and pedagogy**:   * To utilise East Ayrshire benchmarking format to develop coherence and progression of skills across the school. Engage staff in moderation activities to ensure consistency and agreement of achievement of a level within the online tracking tool. Progression of skills to be agreed by staff. Support children to continue independent learning using IT to support as well as interactive class based IT. * To embed the use of GLOW and Teams for pupils as a tool for learning. Use of Teams interactively in class and within the home environment through the use of homework. * To embed the use of GLOW, Active Panels and Microsoft Teams for staff as a tool for planning, accessing emails and teaching of learning. * Embed the use of IT in learning in teaching through implementing our new pedagogy within literacy and numeracy * To provide relevant CLPL which raises confidence when using a range of IT to teach digital literacy, with an emphasis on the use of the GLOW platform. * Develop community links with Ayrshire College and subject specialism within Grange Campus to give children the opportunities to develop skills for life, learning and work.   **Address the gaps in learning and raise attainment by:**   * Ensuring all learners have access to a device in school and at home * Upskilling children to use a variety of tools to support their learning and learning styles * Using digital devices to assist in providing additional support for all our children * Digital devices are used creatively by our children to engage with learning and teaching at home and in school * Transfer digital skills across the curriculum * Motivate children by introducing them to the possibilities of IT and how they impact on the wider world by rolling out our digital technologies planner and resources * **Parental involvement to support all learners.** * To continue with our digital leaders committee with pupils, parents and staff. * To improve communication to parents and the wider community through GLOW, School blog. Teams, Twitter, School App and YouTube * Extend support for parents to ensure their digital skills are able to support their children | C. Haggerty, Diane McGougan and Alan Simpson  School Digital Leaders Team | May 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
| * Purchasing IT equipment, software and licenses to allow all pupils equitable access to develop their IT skills for life, learning and work. * Ensuring all pupils in SIMD 1 and 2 have a Glow account and access to a device to support learning, homework and progression of skills | Increased motivation  Raising attainment | D.McGougan and C.Haggerty | May 2024 |

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| Evidence of Impact against outcomes for learners   * Increase staff and pupil confidence in the use of GLOW and Teams systems across the school sharing communication, developing planning systems and sharing calendars * Children will record their wider achievement and become more involved in communicating within the school blog and class pages * Increase skills in the use of Microsoft Teams using interactive school based approaches and home learning engagement * Engage and motivate children and raise attainment is using IT to enhance knowledge and skills * Increase parental engagement and involvement through social media and IT platforms * Professional discussion between teachers and SMT to support and challenge |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | Embedding whole school approaches to Inclusion and wellbeing through policy and practice.   * 80% of pupils GMWP results and pupils with individual Boxall Targets have improved or been achieved through supports and interventions. * Increase in attendance across all learners. * Increased parental engagement through workshops and events across the school. * CLPL opportunities for all staff e.g. NME projects and Wellbeing Champions | Rationale for improvement priority based on evidence  Health and wellbeing has been a huge priority within Annanhill over the last few years. Progress has been evident through the reduction in SHE reports, increased levels of attainment in health and wellbeing and a shared understanding of how we approach the curriculum. Capacity across our nurture and inclusion team has been established with our next step being a more consistent approach to universal supports across the school. Priorities for this year is the involvement of the whole school community to embed and create a sustainable approach to inclusion which is consistent, manageable and meaningful to all. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.1, 1.3, 2.4, 2.5, 2.7 3.1 |

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| What actions are required to reach the desired outcome? | Who | When |
| **Whole school implementation of an inclusive approach**   * Policies and procedures to be reviewed to ensure a consistent approach to supporting social, emotionaland mental wellbeing across the school. * New school policy established which is shared and reviewed bythe whole school community * Introduction of the Circle Framework for Inclusion to be rolled out across the school through partnershipwith the EAST team to ensure a consistent approach to Routines and Environment are achieved tosupport all learners. * East Ayrshire Relationships Policy to be explored and developed as part of a whole school approach to   **Inclusion**   * working party to lead, and explore all five approaches to support the wellbeing needs of pupils within our establishment ensuring we consider our unique context as we drive forward change. * Continue to develop our assessment approaches to social, emotional and mental wellbeing to ensure these are embedded across the school. Assessments need to be timely, proportionate and appropriate to the needs of the learner. We will involve all partners in the development of this area to ensure a consistent approach is achieved. * Attendance to be supported and monitored through the creation of effective systems which highlight the nature and number of absences, with the supports and interventions we intend to explore. * Pupil Support and Learning * Glasgow Motivational Wellbeing Profile concepts to be embedded through school assemblies and class lessons, linking with SHANARRI indicators * Small test of change to be explored with the use of Glasgow Motivational Wellbeing Profile to provide pupils with the opportunity to be involved in decisions linked to their wellbeing. * Monitor and track interventions in place for individual pupils involving them in the decision making process and targets created.   **Training and Support**   * CLPL opportunities to continue to build capacity within staff. Seasons for Growth training, LIAM training, SAFE Talk and ASSIT training explored across staff team * NME project in collaboration with Educational Psychologists and Park School staff to be developed and implemented to support learners across the school.   **Community and Parental Involvement and Engagement**   * Parent workshops created each term to support the learning and understanding of our parents initially linked to social, emotional and mental wellbeing. * Parents invited into the school informally to be part of the learning within the nurture and inclusion base as well as the classrooms. * Continue to establish links with the community and further enhance our children’s opportunities through our Youth Club initiative and further engage our children in positive relationships across the school community. * Develop stronger links across the Education Group – develop the Wellbeing Champions in a joint project within the Campus. | Diane McGougan, HWB working party, teachers, staff and pupils.  Julie Bracher and Diane McGougan  Whole School Nurture Team and Working Party Diane McGougan,  Working Party Nurture Team, and Working Party  Working Party, Whole School | May 2024  Dec 2023 Jan 2024  Feb 2024  Apr 2024  Feb 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
| * Breakfast club to ensure readiness to learn * Inclusion and nurture provision to continue to support children’s emotional, social and behaviour wellbeing * Poverty proofing the school day * Equitable opportunities for all to participate in our Nurture and Wellbeing programmes, e.g. Junior Duke, Swimming, etc | Wellbeing profiles will show pupils increase their SHANNARI indicators following wellbeing interventions | D.McGougan  Julie Bracher  CA support | May 24 |

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| Evidence of Impact against outcomes for learners.   * Initial needs analysis then comparative in April * Planning for individual children and 80% of targets achieved * Assessment giving clear next steps for individual children and measure impact of interventions. * Raised self-esteem and resilience highlighted through wellbeing conversations and webs * Staff confidence in Trauma informed practice effectively supports the children – staff questionnaires before and after NME training. |

**Summary of Improvement Plan**

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| **Raising Attainment, particularly in Literacy and Numeracy** | **Increased in sustained positive destinations and employability skills** |
| * **Provide guidance to all teaching and support staff in the creation of high quality teaching** * **Further develop the implementation of SAC COW and revise SAC DEAR approaches within Literacy** * **Provide appropriate CLPL for all staff relevant to development needs** * **Provide real life contexts for learning so children can apply the skills that they have been taught** * **Focus on interventions that will raise attainment for our children** * **Moderation of achievement of a level within Literacy** * **Using digital devices to assist in providing additional support for all our children** * **Boost group provision to support attainment concerns** * **Further develop inclusive practices within pupil groups – cool learners** | * **All staff and children will use GLOW to access emails, Teams to engage with pupils in school and at home, resources and blogs** * **Develop digital skills, use of Microsoft Teams and blogging across Primary 1-7 and ensure we are aligning the skills taught to the world of work** * **Develop skills progression within Microsoft platforms** * **Digital leaders will form a committee to further enhance computer science, coding and the use of social media** * **Transfer digital skills across the curriculum** * **Develop Micro bits throughout the school with progression on skills** * **Safety on the internet programme** * **Motivate children by introducing them to the possibilities of IT and how they impact on the wider world** * **Positive choices focus week with parental engagement** * **Curriculum redesign - relevant skills progression across the curriculum that will engage our children in life, learning and work** * **Engagement in the Ayrshire Growth Deal** |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| * **Create more opportunities for children to be involved in local authority sporting events** * **Create leaders in children who have an interest in coaching in specific sports** * **Move forward with the Scottish Schools Sports award to achieve Gold recognition** * **Nurturing school approaches to include a resiliency programme that supports children social, emotional and mental wellbeing** * **Further development of nurture provision within infant and upper departments** * **Inclusive approaches for all learners through needs analysis, implementation of relevant focus groups and measure impact on the learners journey through school** * **Continue on our journey towards Gold RRS** * **In partnership with other agencies create support plans for children that will have impact on their health and wellbeing eg LIAM, Junior Duke, seasons for growth, exchange, EAST support etc** | * **Ensuring all learners have access to a device in school and at home** * **Further develop the use of SAC COW, SAC DUG and revise SAC DEAR** * **Look at ways in which spelling and grammar and introduce interventions for children who need support through Nessy and Sumdog** * **Revisiting nurturing schools, restorative approaches and emotional coaching to build and further develop positive relationships across the school and creating a whole school policy** * **Further developing the nurture and inclusion provision** * **Focus on raising attainment for children in SIMD 1 and 2 using a variety of literacy, numeracy and health and wellbeing interventions** * **Providing children with a flexible curriculum that meets the children’s needs using partners to support key areas.** * **Use of key resources and strategies to reduce barriers to learning** |