

James Hamilton Primary School, Sgoil na Coille Nuaidh & Sgoil-Àraich na Coille Nuaidh Establishment Improvement Plan 2021/22

School Improvement Plan	James Hamilton Primary School, Sgoil na Coille Nuaidh & Sgoil-Àraich na Coille Nuaidh
Head Teacher	Lynsey Abercrombie (Acting)
Date Submitted	Submitted to Head of Education on: 30/9/21
Session (Date when each year is written)	2021/22

School's/Centre's Vision and Values	<p><u>Vision</u> To have a happy, nurturing and inclusive school community, where everyone is valued, shows respect and strives to be the best that they can be. Coimhearsnachd sgoile a tha toilichte, ag àraich agus in-ghabhaltachd, far a bheil luach air a h-uile duine, urram air a shealltainn agus uile a' strì gus a bhith cho soirbheachail 's a 's urrainn dhuinn a bhith.</p> <p><u>Values</u> Respected, Included, Achieving, Happy, Nurturing Urram, In-ghabhaltas, Soirbheachas, Àraich, Toileachas</p>
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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.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	September 21
Parent Council and Forum	September 21
Teachers, practitioners and ALL school/centre staff	September 21
Volunteers/ Community partners	September 21
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to	September 21

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	September 21
Takes account of the strategy for parental involvement under section 2 (4A)	September 21
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	September 21
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	October 21 (Pending final approval of WTA)
Scottish Government Tackling Bureaucracy working group recommendations have been	September 21

the school/centre.	
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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	September 21
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	September 21



Head Teacher Signature:

Pupil and parental strategic involvement

<p><i>For session 2021-2022 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2021-22 , please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<ul style="list-style-type: none"> ▪ All pupils advised of contents of S.I.P. during virtual school assemblies P1-3 Assembly/P4-7 Assembly – Create child friendly S.I.P ▪ Elected Pupil Council meet regularly (6-8 weeks) where they will be given an update on progress of S.I.P. ▪ HT/DHT’s consult with Focus groups, from all stages. Enquiring about areas of the curriculum, preferred learning style, discussing aspects of the school that please/concern them. <p><u><i>*Under normal circumstances we would carry out a comprehensive consultation with all of the above. This was more difficult this session due to COVID restriction/levels.</i></u></p>	<ul style="list-style-type: none"> ▪ Draft copies of S.I.P. available for Parent Council. (September 2021). ▪ Summary of S.I.P. included in monthly newsletter. (Draft in September and confirmed in October 2021). ▪ Parent Council given regular updates on progress of S.I.P. throughout the session. <p>Consultations with all parents/carers took place around June 2021, in form of online Forms questionnaires. Essential to hear what parents feel is going well/requires attention in our campus.</p>

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Improvement Priority <i>(Expressed as outcomes for learners)</i>	<u>Numeracy</u> Improved outcomes in numeracy for all pupils (implementation of 'Raising Attainment in Numeracy' practice) Improve outcomes across key numeracy and maths concepts including counting, place value, addition and subtraction, multiplication and division, fractions, decimals and percentages, time and integrating problem solving (access to SAC training and universal CLPL menu) Improve outcomes across mathematical concepts beyond number and the development of mathematical reasoning and task design.	Rationale for improvement priority based on evidence: <i>The 'Raising Attainment in Numeracy' Programme contains very clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching and increased attainment. The programme focusses on developing procedural fluency, conceptual understanding and mathematical thinking. The programme supports the integration of robust and reliable assessment approaches into teaching and learning episodes to ensure attainment can be tracked effectively against the structured progression within and across stages.</i>
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Teacher Professionalism	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2

What actions are required to reach the desired outcome?	Who	When
Access to the full suite of recorded Raising Attainment in Numeracy training available through the East Ayrshire Numeracy and Maths Blog and MS Teams for Early Level , First Level and Second Level . Recorded webinars can be used by schools as an entire suite of training or flexibly to support professional development in specific key numeracy concepts across individual establishments or education groups. The recorded Raising Attainment in Numeracy programme provides numeracy leaders with 25 recorded webinars, 8 themed sessions for each level (9 for Second Level) with associated links to training materials, resources, links and sources of inspiration to support professional learning.	J Fulton All Teaching Staff	Over session 2021-22
Ongoing synchronous and asynchronous training and support for Classroom Assistants (CAs) to be provided by Attainment Improvement Mentors (AIMs). Training will provide approaches for CAs to support children within numeracy activities. AIMs will provide modelling and coaching for CAs to support interventions where appropriate.	AIMs team (V McAuley) CAs (S Robertson/M Nicol) J Fulton	Over session 2021-22

<p>Continue to use the East Ayrshire Numeracy and Mathematics Planners and Framework to support the planning of learning pathways for learners and to support reliable teacher professional judgements – linking to the planning for learning teaching and assessment cycle, moderation activities and monitoring and tracking information.</p> <p>Access to universal provision of synchronous and asynchronous numeracy and mathematics training for all school staff including Number Talks, Teaching Fractions, Decimals and Percentages, Bar Models, Using Algebra Tiles, Maths Through Stories, ‘How to...’ Videos, Using Visuals and Manipulatives in Secondary Maths, Family Learning and Numeracy Strategies for Parents Accessed through the East Ayrshire Numeracy and Mathematics blog and Gateway (dependant on input and mode of delivery)</p> <p><u>Tapestry Training</u> Attend throughout session, focus on methodology. Much staff discussion/reflection</p> <p><u>Sgoil na Coille Nuaidh</u></p> <ul style="list-style-type: none"> Continue to embed Number Talks approach across all stages. <p><u>Sgoil-Àraich na Coille Nuaidh</u></p> <ul style="list-style-type: none"> Staff to use the built in tracking tool within Learning Journal to track pupil progress against Curriculum for Excellence Experiences & Outcomes and Benchmarks. Targeted support from Gaelic teacher twice weekly. <p><u>Pupil Equity Fund (PEF)</u> Enhanced staffing and resources purchased</p>	<p>Teaching staff J Fulton</p> <p>All Teaching staff J Fulton</p> <p>A.McColgan-Smith / Learning Facilitators / All Teaching Staff</p> <p>All Sgoil-Àraich Staff J.Easton</p>	<p>Over session 2021-22</p>
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Evidence of impact against outcomes for learners.

- Using appropriate and effective assessment approaches to help inform teacher judgements
- Developing a range of on-going and periodic assessment approaches for numeracy and maths, provided within all training inputs and available on GLOW (Numeracy Tile), evidenced in daily teaching and learning
- EAC Numeracy Assessment Tools for counting, addition, subtraction, multiplication, division and fractions, decimals and percentages – available on GLOW used, where appropriate
- Assessment in learning evident across establishments
- High Quality assessments created as part of the Planning, Learning, Teaching, Assessment cycle evident in practice
- Schools developing assessment models in numeracy and mathematics to support tracking and monitoring conversations
- Using appropriate and effective collection of data to support increased pace and challenge or to identify when a learner needs support
- Using appropriate and effective collection of data to identify professional development needs of staff
- Staff survey of confidence in delivering numeracy and mathematics– pre and post training. (J Fulton)
- Pupil surveys: confidence and enjoyment.
- Pupil engagement: using Leuven scale
- Case studies from CAR highlighting developing pedagogies and impact on learners attainment

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	<u>Literacy</u> <ul style="list-style-type: none"> Improved outcomes in reading and reading into writing for all pupils. Improved outcomes in Tools for Writing and Literacy across learning. 	Rationale for improvement priority based on evidence: The Active Literacy Programme (ALP) contains clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching and increased attainment. Regular assessments are built in to ensure attainment can be tracked effectively against the EA Literacy & English progression frameworks, within and across stages. (Implementation of ALP: recorded sessions available)
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Teacher Professionalism Assessment of children's progress	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Access to online recorded training sessions for relevant staff. All sessions recorded and available on GLOW/TEAMS. 	All teaching staff	Session21/22
<ul style="list-style-type: none"> Active Literacy approaches to Phonics, Spelling, Reading + Daily Writing. 	All teaching staff	Session21/22
<ul style="list-style-type: none"> SAC DEER: Discovering Enjoyment in Effective Reading (all reading comprehension strategies – updated and in one place). Staff training and input from SAC Team/Gail Elder SAC Literacy Co-ordinator. 	All teaching staff	Session21/22
<ul style="list-style-type: none"> Building Blocks for Literacy in collaboration with N. Ayrshire Council. 	J. Easton. L Paul, N.Mair to cascade following 20/21 input.	Session21/22
<ul style="list-style-type: none"> Staff and SMT engagement with SAC Literacy manager (Gail Elder) and Education Scotland Attainment Advisor, to support successful engagement with the literacy programme as it is embedded as the authority's approach to high- 	SMT/J Baldie	Session21/22

<p>quality learning and teaching of literacy.</p> <ul style="list-style-type: none"> • SAC ELCCP support to embed EA Literacy pedagogy. Their high level of training includes the use of screening tools for phonological awareness, follow-up intervention group work and language supports e.g. TalkBoost, ELKLAN, and SALT. • Continue to use the East Ayrshire Literacy and English Progression Framework to support the planning of learning pathways. Reliable teacher professional judgements evidenced by high-quality planning, learning, teaching + assessment. • Access to Writing audit and self-evaluation tools to identify strengths and areas of writing to develop. • Training in EAC/SAC Literacy approaches to teaching Writing. 4 training sessions across year. • Grammar & KAL – embedding SAC DUG- tools for Writing framework • Diagnostic assessment gathered using the EAC Writing Assessment Tools. Evidence gathered of pieces of written work across all levels. Internal moderation. • Coaching, modelling, mentoring and co-op teaching to support the implementation of EA Writing. This level of support will be available for schools with the highest levels of children where poverty is a barrier to their learning as part of the ongoing SAC Literacy support offer. • Continue to use EA Literacy and English Progression Framework to support the planning of learning pathways for learners. Reliable teacher professional judgements to be supported by development of moderation, including the development of high-quality tasks. Assessment tools link specifically with EAC tracking tool to further support teacher judgements. <p><u>Tapestry Training</u> Attend throughout session, focus on methodology. Much staff discussion/reflection</p>	<p>C.Whyte</p> <p>All staff</p> <p>J Baldie/A McColgan Smith</p> <p>J Baldie/All staff</p> <p>All staff</p> <p>All staff</p> <p>SAC team and relevant staff in targeted classes</p> <p>All staff</p> <p>A.McColgan- Smith / Learning</p>	<p>Session21/22</p> <p>Session21/22</p> <p>Term 1</p> <p>Session21/22</p> <p>Session21/22</p> <p>Session21/22</p> <p>Session21/22</p> <p>Session21/22</p>
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<p><u>Sgoil na Coille Nuaidh</u></p> <ul style="list-style-type: none"> • Building Blocks of Literacy Training and cascading to teaching staff. • Adapting writing targets and writing frames from SAC Literacy Team for GME. • Inter-Authority Moderation of Writing with Whitehirst Park Primary (Gaelic), North Ayrshire • Embedding Reading Strategies across Sgoil na Coille Nuaidh • Gaelic Class for Parents with a focus on phonics, early reading and curriculum language. <p><u>Sgoil-Àraich na Coille Nuaidh</u></p> <ul style="list-style-type: none"> • Staff to use the built in tracking tool within Learning Journals to track pupil progress against Curriculum for Excellence Experiences & Outcomes and Benchmarks. • Staff to implement WordAware programme to promote Gaelic language. • Targeted support from Gaelic teacher twice weekly. <p><u>Pupil Equity Fund (PEF)</u> Enhanced staffing and resources purchased</p>	<p>Facilitators / All Teaching Staff</p> <p>J.Easton/ A.McColgan-Smith</p> <p>A.McColgan-Smith</p> <p>Sgoil na Coille Nuaidh Teaching Staff</p> <p>All Sgoil-A Staff</p> <p>J.Easton</p>	
<p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> • Regular assessments for Phonics and Spelling provided within the ALP available on GLOW (Literacy Tile). • EAC Literacy Assessment Tools for Reading, Writing, Listening & Talking – available on GLOW. • High Quality assessments created as part of the Planning, Learning, Teaching, Assessment cycle. • Phonological Awareness assessment tool P1 staff will receive advice on this 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. This assessment may also be used 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 numeracy and mathematics– pre and post training. (J Baldie) • Pupil surveys: confidence and enjoyment. 		

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p><u>Closing the Poverty Related Attainment Gap</u></p>	<p>Rationale for improvement priority based on evidence</p> <p><u>PEF</u>- Pupil Equity Funding allows us to provide the best possible opportunities for children's learning when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential.</p> <p><u>NME</u>- The Neurosequential Model in Education (NME) draws upon the NMT (a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behaviour and performance. As a global evidence-based practice (EBP) and coupled with the NMT's brain mapping matrix, the model supports providers in identifying specific areas for therapeutic work and in selecting appropriate therapies, including evidence-based therapies (EBTs), within a comprehensive therapeutic plan.</p>	
<p>NIF Priorities Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver Assessment of children's progress School Improvement</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.2, 1.5 2.1, 2.2, 2.3, 2.4 3.1, 3.2</p>	
<p>What actions are required to reach the desired outcome?</p>		<p>Who</p>	<p>When</p>

<p><u>Pupil Equity Fund (PEF)</u></p> <ul style="list-style-type: none"> - Enhanced staffing - Breakfast Club - NME & Nurture resources - Cover staff training costs in NME <p><u>NME (Neuro-sequential Model of Education)</u></p> <ul style="list-style-type: none"> • Neurosequential Model in Education (NME) Staff Group to be established to support children and school staff to learn more about brain development and the impact of developmental trauma on a child’s ability to function in a classroom. Group to link learning with nurture training and Respectful Relationship policy. • Staff Training - Staff Group to attend twilight sessions across the academic year. Staff will measure the organisational and classroom readiness to reflect on their practice and the practice across the school. Changes will be implemented to reflect training and evaluation tool used to track progress. • Care experienced pupils will be a targeted group to ensure interventions provide positive impact and increased attainment. <p><u>Sgoil-Àraich na Coille Nuaidh</u> Continued focus on developing and embedding strategies based on “Communication Friendly Environments” and partnership with Speech and Language Therapists to support and review the progress in development of speech, language and communication skills in young children.</p>	<p>R. Lazonby, L Paul, I Kirkland, N Kemlo, L Smith, S Robertson</p> <p>S. Fulton & R. Sockell NME Team & EP Ruth Miller</p> <p>HT, NME Staff Group, EA Psychologist -R Miller</p> <p>All staff & CT/PT trained as trainer to lead in school HT, working party, R Miller</p> <p>Communication Champion-Marie Farren, SALT, HT.</p>	<p>Session 21/22</p> <p>Starting Sept 2021, on-going</p> <p>On-going</p> <p>On-going</p>
<p>Evidence of Impact against outcomes for learners.</p> <p><u>PEF-</u> Standards & Quality Report, Tracking & Monitoring & SIMD data will evidence improvements in outcomes for our learners and improvements in closing the attainment gap between the most and least disadvantaged pupils.</p> <p><u>NME-Children</u></p> <ul style="list-style-type: none"> • Children will have improved wellbeing with regards to social & emotional skills. • Children will have meaningful relationships with staff. 		

- Children will have improved executive function that is the mental processes that enable our young people to plan, focus attention, remember, and juggle multiple tasks.
- Children are explicitly taught about stress and brain development.
- There will be a reduction in low level behaviours in class.

Staff

- Staff will notice an increase from the organizational and classroom readiness tools that were used to reflect practice at the start of the academic year.
- Staff will have made consideration and adaptations will have been made to classrooms, corridors, hall areas in relation to developing the environment so that they are trauma responsive and stress aware.
- Staff will have adapted teaching methods to children and young people's learning styles, needs, and varying the pace and challenge of delivery.
- Staff will be educated on basic concepts related to stress, distress and trauma, development of the brain, how the brain processes information, memory, and other key concepts from the Neurosequential Model that can be applied to the teaching and learning process.
- Evidence of good support systems within the school to support all educators.

Parents

- Parent information workshop has provided parents an overview of brain development and the impact of stress on the brain.
- Identified parents have an awareness of the strategies that have been successfully used with their child/children.

Sgoil-Àraich na Coille Nuaidh

- Evidence in improvements from last session and between baseline and final tracking and ELLAT results in relation to Literacy and in particular Speech and Language.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> • To continue to develop Respectme programme in school and in the community. • To achieve our Silver Rights Respecting School Award. • To ensure effective implementation of the Schools' counselling service – The Exchange and evaluate its impact. • To embed the Stay Period Protected initiative within our school. • To further develop the Monitoring and Tracking of pupil wellbeing throughout the school. • To develop Cyber Resilience and internet safety skills for all staff and pupils. 	<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> • Respectme, Scotland's anti-bullying service is aimed at working in partnership with parents and staff to promote our anti-bullying and positive relationships messages. By educating pupils, parents and staff how to recognise bullying behaviour and strategies to deal with it we aim to build children's resilience and improve their mental, emotional and physical health. • The Rights Respecting Schools Award puts children's rights at the heart of the school thus create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. • As a result of the increasing demand for Mental Health supports for pupils the Scottish Government has allocated funding to East Ayrshire to allow Children to access a counselling service – The Exchange. • To meet our obligation of providing free period products to anyone who requires them, we are embedding the Stay Period Protected initiative within our establishment to help reduce the poverty gap. • The Wellbeing Profile (Glasgow Motivation and Wellbeing Profile GMWP) allows children and young people themselves to assess their own wellbeing in line with the principles of Getting it right for every child (GIRFEC).
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NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver Teacher Professionalism	HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.3 , 2.1, 2.2, 2.3, 2.5

What actions are required to reach the desired outcome?	Who	When
<u>EAC Anti Bullying: Respect for All Policy and Learning Setting Statements (Some areas have been carried forward due to Covid restrictions)</u> <ul style="list-style-type: none"> • Create Respectme pupil/parent/staff working group. • Collate pupil and parent questionnaires to develop Learning Setting Statements for the Respect for All Policy. • Refresh training of pupils on Respectme anti-bullying. • Organise parent awareness raising sessions virtual or in person. • Create Anti Bullying Display board 	L Stewart	Session 2021/22
<u>Effective implementation of Schools' Counselling Service – The Exchange</u> <ul style="list-style-type: none"> • Attend regular Counselling CPD sessions with HWB Team. • Cascade to staff information about The Exchange and criteria requirements for pupil support. • Good communication links with Exchange Counsellors to make sure needs of pupils are being met. • Develop with The Exchange a tool for assessing the impact for the pupil of the counselling programme. 	L Stewart J Fulton	Session 2021/22
<u>Rights Respecting Schools – Silver Award</u> <ul style="list-style-type: none"> • Make sure UNCRC is kept as a high priority in school life • Parent's awareness raising via letters home and UNCRC articles on correspondence home. • Attend RRS Silver Award CPD session • Form pupils/parent /staff working group. • Follow Silver Award Action Plan and collect evidence of Children's rights being used across the curriculum • Create RRS display board and update regularly. 	R Fitzsimmons R Wallace	
<u>Stay Period Protected</u> <ul style="list-style-type: none"> • Highlight the initiative to all P5, P6 and P7 informed pupils (pupils who have received menstruation sexual health lessons) or younger if required. • Awareness raising to Parents and staff about this initiative and where they can access these products. 	L Stewart P5 – P7 teachers J Hodgson N Hutchison	

<ul style="list-style-type: none"> Organise system for ordering products, storage and filling up toilets. <p><u>Further Develop Monitoring and Tracking of Wellbeing from P1 – 7I</u></p> <ul style="list-style-type: none"> Attend Glasgow Motivation Wellbeing Profile (GMWP) lead training session Introduce GMWP to all staff. Pupils to complete this twice yearly and use results to assess wellbeing. Results will be recorded in HWB tracking system. <p><u>Cyber Resilience</u></p> <ul style="list-style-type: none"> Attend EAC Cyber Resilience workshops. Cascade information from workshops to the staff. Work towards gaining CR-IS badge. <p><u>Sgoil na Coille Nuaidh</u></p> <ul style="list-style-type: none"> Gaelic contribution to Anti Bullying Display board. Create Gaelic Learning Setting statements as part of Respect of All Policy Gaelic contribution to RRS Display board. <p><u>Sgoil-Àraich na Coille Nuaidh</u></p> <ul style="list-style-type: none"> Staff to use the built in tracking tool within Learning Journals to track pupil progress against Curriculum for Excellence Experiences & Outcomes and Benchmarks. Transition Document to be completed at the end of each session for children moving to Clas-1. <p><u>Pupil Equity Fund (PEF)</u> Enhanced staffing and resources purchased</p>	<p>V Reilly</p> <p>L Stewart</p> <p>L Paul</p> <p>A.McColgan-Smith / Gaelic Teaching Staff</p> <p>All Sgoil-A Staff</p>	<p>Session 2021/2022</p> <p>Session 2021/22</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Completed Respect for all Policy to be shared with the school and community All staff are confident in the Respectme policy and understand the importance of implementing this in school. Pupils are taught about respectful relationships and understand what bullying behaviour looks like. Staff will be confident in referring pupils who require this support and know the appropriate procedures to follow. Pupils who are struggling will be appropriately supported by the service. Children’s Rights are at the heart of all that we do in school Pupils/Staff/Parents are accessing period products from school. CPD sessions with staff to introduce GMWP Wellbeing is being monitored and tracked consistently across all stages twice a year. 		

- Wellbeing concerns will be address and supports put in place.
- Pupils will be more confident in the safe use of the internet through cyber resilience.

Action 5:

Evaluation tools: staff discussion; staff surveys; CPD; staff evaluation of/participation in mindfulness; improvement plans time-costed and manageable; collegiate working priorities agreed jointly.

Impact: Staff feel supported and well-placed to support learners.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p><u>Positive Destinations</u></p> <ul style="list-style-type: none"> • To continue to embed digital technologies to support the development of digital skills. • To enhance use of digital technologies to ensure greater support for learning and teaching. • To further develop parental engagement through the use of digital technologies. 	<p>Rationale for improvement priority based on evidence Computational Thinking, critical thinking and problem-solving top the World Economic list of skills that employers believe will grow in prominence in the next five years. It is therefore important that children learn computing science and the key computational thinking skills and then apply these within computer programming. These skills are transferable across the curriculum and can be used within numeracy & maths and literacy & language and can help to develop a growth mind-set. Having a progression pathway for Technologies will provide clear methodologies and strategies to allow for a consistent approach. This ensures pupils can build on and develop their skills whilst continuing to engage and interest children through using a variety of resources.</p> <p>Learning Journals will provide a digital method for parental engagement, to foster an open line of communication between school and home where learning and achievement can be shared. For the ECC, it also provides a robust tracking and monitoring system</p>
<p>NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver School improvement Teacher Professionalism Parental engagement</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.1 1.2 1.3 2.2 2.3 2.5 3.2 3.3</p>

What actions are required to reach the desired outcome?	Who	When
<p>Learning Journals <u>James Hamilton Primary School</u></p> <ul style="list-style-type: none"> • Set up Learning Journal accounts for P1-2 staff, pupils and parents/carers. • Staff to attend Learning Journal training delivered by Learning Journals via MS Teams or through in-house training delivered by school Digital Leader. • Provide information and support to parents/carers as to how to access and use Learning Journals. • Provide opportunities for parents/carers to engage with pupil's learning at school through sharing learning from home via Learning Journals. 	<p>L. Paul (Digital Leader) P1-3 teaching staff</p>	<p>Across session 2021/2022</p>
<p><u>Sgoil-Àraich na Coille Nuaidh</u></p> <ul style="list-style-type: none"> • Set up Learning Journal accounts for all ECC staff, children and parents/carers. • Staff to attend Learning Journal training delivered by Learning Journals via MS Teams or through in-house training delivered by school Digital Leader. • Provide information and support to parents/carers as to how to access and use Learning Journals. • Staff to create Stories and Observations regularly on each child's Learning Journal to document learning and teaching taking place in Sgoil-Àraich na Coille Nuaidh. • Staff to use the built in tracking tool within Learning Journals to track pupil achievement against Curriculum for Excellence Experiences & Outcomes and Benchmarks. • Encourage parents/carers to share learning from home through adding Stories to their child's Learning Journal. • Share good practice with staff at JHPS ECC and other Local Authority establishments. 	<p>L. Paul (Digital Leader) Sgoil-Araich na Coille Nuaidh staff</p>	<p>Across session 2021/2022</p>
<p>Digital Technology, Skills & Pedagogy <u>James Hamilton Primary School & Sgoil na Coille Nuaidh</u></p> <ul style="list-style-type: none"> • Create a Technologies progression pathway ensure development and progression of key digital skills across the school. • Embed and implement computer science opportunities within our Technologies curriculum to allow pupils to enhance logic, reasoning and problem-solving skills. Use of code.org, Kodu, Scratch, BBC Micro:Bits and Barefoot Computing. • Implement the use of Barefoot Computing Gaelic resources across all stages in Sgoil na Coille Nuaidh. • Use the EAC Digital Technologies Lending Library to further support the development of the Technologies curriculum. • Provide in-house training and support for staff to implement new Technologies progression pathway and the associated digital skills. • Digital Leader to attend 'Primary Computing Science' course offered by Education Scotland then cascade 	<p>L. Paul (Digital Leader) All teaching staff</p> <p>A.McColgan-Smith (PT Gaelic)</p>	<p>Across session 2021/2022</p>

<p>information to the staff.</p> <ul style="list-style-type: none"> Digital Leader to attend EAC Digital Leader PLC meetings and share relevant information with the staff. <p><u>Pupil Equity Fund (PEF)</u> Enhanced staffing and resources purchased</p>		
<p>Evidence of Impact against outcomes for learners</p> <p>Learning Journals</p> <ul style="list-style-type: none"> Staff feel supported and confident in using Learning Journals. Weekly reports sent from Learning Journals to document usage from both staff and parents/carers. Feedback from parents/carers through Microsoft Form about Learning Journals. <p>Digital Technology, Skills & Pedagogy</p> <ul style="list-style-type: none"> Staff survey in confidence about delivering new Technology progression pathway at the start and end of the school year. Pupil surveys for enjoyment. Pupil focus groups from each class to discuss computational thinking and computer programming activities Professional dialogue with staff about the impact computational thinking and computer programming activities has had on their class. Use of data generated from code.org regarding pupil progress through their assigned coding course. 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.



Summary of School Improvement Plan - 2021/2022

Our main priorities this session are:

1. LITERACY: - To improve outcomes in literacy for all pupils

James Hamilton Primary School & Sgoil na Coille Nuaidh

To improve outcomes in literacy for all pupils through the use of The Active Literacy Programme with support from the Scottish Attainment Challenge staffing and resources.

Staff will attend Tapestry training to share good practice and improve methodologies across all stages.

Sgoil-Àraich na Coille Nuaidh

To implement the 'Word Aware' programme to promote Gaelic language.

Will implement the use of the built in Tracking Tool within the Learning Journal platform to track pupil progress of Literacy across Early Level of A Curriculum for Excellence.

2. NUMERACY: - To improve outcomes in numeracy for all pupils

James Hamilton Primary School & Sgoil na Coille Nuaidh

To raise attainment in Numeracy for all pupils through the use of key numeracy and maths concepts.

Staff will receive training on key numeracy and maths concepts through continuous professional learning and be supported by Scottish Attainment Challenge Attainment Improvement Mentors.

Sgoil-Àraich na Coille Nuaidh

Will implement the use of the built in Tracking Tool within the Learning Journal platform to track pupil progress of Numeracy & Maths across Early Level of A Curriculum for Excellence.

3. CLOSING THE POVERTY RELATED ATTAINMENT GAP:-

Our aim is to embed The Neurosequential Model of Education (NME) across the school and have a truly trauma informed approach with staff and child wellbeing at the centre.

4. HEALTH & WELLBEING:-

To continue to develop Respectme programme in school and in the community.

To achieve our Silver Rights Respecting School Award.

To ensure effective implementation of the Schools' counselling service – The Exchange and evaluate its impact.

To embed the Stay Period Protected initiative within our school.

To further develop the Monitoring and Tracking of pupil wellbeing throughout the school.

To develop Cyber Resilience and internet safety skills for all staff and pupils.

5. POSITIVE DESTINATIONS:-

James Hamilton Primary School & Sgoil na Coille Nuaidh

- Implement the use of Learning Journals in Primary 1 and Primary 2.
- Create an updated Technologies progression pathway for development of key digital skills across the school.
- Embed Computer Science opportunities into our Technologies curriculum.

Sgoil-Àraich na Coille Nuaidh

- Set up Learning Journal accounts for all children, staff and parents/carers.
- Staff to use Learning Journals to document learning and teaching taking place and to track pupil progress.

6. PUPIL EQUITY FUND (P.E.F)

Provide enhanced staffing and additional resources to progress school improvement plan, ensuring that all PEF monies are effectively targeted to improve outcomes for our learners allowing all to meet their full potential through education.