

**Establishment: New Cumnock Primary School**

**Establishment**

**Improvement**

**Plan**

**2025-26**

**East**

**Ayrshire**

**Council**

**Education**

**Service**

|  |  |
| --- | --- |
| **School Improvement Plan** | New Cumnock Primary School, 2025-2026 |
| **Head Teacher** | Joanna McMurdo |
| **Date Submitted** | Submitted to Chief Education Officer on : 27.6.25 |

|  |  |
| --- | --- |
| **School / Centre**  **Vision and Values** | School/ Centre Vision and Values  During session 2018-2019 staff, pupils, parents and partners reviewed the vision for the children of New Cumnock Primary School and agreed on the following Vision Statement:  ***In New Cumnock Primary School, we work together to ensure a welcoming, nurturing and innovative environment which allows everyone to excel on the journey to excellence.***  Our School Values include:  • **Determination**  **• Responsibility**  **• Equality**  **• Ambition**  **• Mutual Respect** |

**Checklist**

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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SIP Consultation included the following stakeholders:** | **Complete** |  | **Content of plan** | **Complete** |
| Children and Young People | √ |  | Takes account of strategic priorities outlined in the Education Service Improvement Plan. <https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf> | √ |
| Parent Council and Forum | √ |  | HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate.  <https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf>  <https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/> | √ |
| Teachers, practitioners and ALL school/centre staff | √ |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.  PEF: <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/>  CEF: <https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/>  SEF: <https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/> | √ |
| Volunteers/ Community partners | √ |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. | √ |
| **Head Teacher / Head of Centre Signature: *Joanna McMurdo*** | |  | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | √ |

**Pupil and parental strategic involvement**

|  |  |
| --- | --- |
| For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre | For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre |
| Every young person in the school was involved in the consultation and creation of this session’s School Improvement Plan. The children’s views regarding our strengths and areas for improvement were collected by our Pupil Council representatives for each class and reported back during a meeting in Term 4.  Next session we will continue to use our whole school Get Togethers and Pupil Council representatives to involve **all** children in the consultation process regarding particular aspects of school life, for example, policy and practice and to support operational issues with the Senior Leadership Team.  There are many meaningful opportunities for children to share their views throughout the school year. Leadership groups will continue to give children opportunities to make their views known, identify how they can make improvements to enhance the school and drive these improvements forward. | The Parent Council will:   * Drive parental consultation by planning and organising events to include **the wider parent body** in the decision-making process. GLOW Forms will be used frequently to involve parents in the decision-making process. The staff and pupils will support parents with the use of Forms. * Plan, organise and support school improvement activities linked to How Good is Our School 4. These will be outlined on the Parent Council’s Improvement Plan which will be linked to the School Improvement Plan. * Be represented on key appointment panels and authority Learning Visits as and when they arise. |

|  |  |  |
| --- | --- | --- |
| **Community Plan East Ayrshire**  **2015 - 2030** | **Together, in achieving our Vision, Partners will demonstrate:**  **Effective leadership**  We will provide clear leadership in Community Planning and engage effectively with our employees and communities  **Collective ownership**  We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities  **Good governance**  We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability  **Democratic accountability**  We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution. | |
| Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see. | | **We will:**   * Promote lifelong learning. * Promote equality and tackle inequality; * Adopt a preventative approach; * Ensure effective community engagement in the planning and delivery of local services; * Utilise the strengths and resilience within communities; * Drive efficiency and performance improvement; |

|  |  |  |
| --- | --- | --- |
| **National and Local Priorities** | | |
| **The Scottish Government’s vision for education in Scotland:**   * Excellence through raising attainment and improving outcomes * Achieving equity   [**Key priorities of the National Improvement Framework:**](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2022/12/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/documents/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/govscot%3Adocument/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan.pdf)   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive   school-leaver destinations for all young people   * Improvement in attainment, particularly in literacy and numeracy | **NIF drivers of improvement in the outcomes achieved by children and young people are:**   1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. page25image40264224Performance information | **Scottish Attainment Challenge (SAC)**  [Scottish Attainment Challenge: framework for recovery and accelerating progress](https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/)  [Scottish Attainment Challenge Logic Model](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2022/03/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/govscot%3Adocument/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model.pdf) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change  **SAC organisers:**   * Learning and teaching * Leadership * Families and communities |

|  |  |  |  |
| --- | --- | --- | --- |
| **East Ayrshire Plans** | | | |
| **Key Priorities** | **Education Service Improvement Plan:** | **Children’s Services Plan:** | **Community Learning and Development Plan:** |
| **1: Our Leadership** | We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre. | **Priorities for 2023-26:**   1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people’s mental health is improving | **Outcomes:**   * Growth * Wellbeing * Fairness * Sustainability   **Action areas**   1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion |
| **2: Teaching and Learning Together** | Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people. |
| **3: Our Wellbeing and Belonging** | We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages. |
| **4: Our Attainment, Destinations and Achievements** | We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***By June 2026, almost all children within a targeted group will demonstrate improved confidence whilst leading learning.*** | | | | | | | | | | | | | |
| **Rationale –**  Through self-evaluation of 1.2, Leadership of Learning, staff identified that there is a range of opportunities in place for young people to lead their own learning-target setting, wider achievement programme, leadership groups. However, our children can lack confidence and skills in leading their own learning and that of others.  Skills development features as one of the four priorities in the National Improvement Framework. More recently, the OECD report ‘Scotland’s Curriculum for Excellence: Into the Future’ makes frequent reference to the importance of skills development alongside knowledge as a pre-requisite for future success. Skills Development Scotland, ‘A Guide to Meta-skills Across the Curriculum’, claims, ‘The learning environment should make meta-skills explicitly visible for all learners and create opportunities for them to recognise, understand, articulate, and record their skills development.  By introducing our learners to meta-skills in a progressive manner from P4-P7, we hope to provide them with a framework that will assist them to initiate questions and to develop confidence to lead their own and others learning. | | | | | | | | | | | | | |
| **NIF key drivers:** | **Teacher & practitioner professionalism** | | | **Curriculum & assessment** | | | | **Performance information** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **1.2** | | **1.3** | | **2.2** | | | **2.3** | | **3.2** | | | **3.3** |
| **ESIP key priorities:** | **N Teaching & Learning** | | | | | | | **N Our Wellbeing** | | | **N Our attainment** | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| * Learners will be able to identify and discuss the meta-skills from our newly established Skills Framework. * Learners will have opportunities to think and reflect about the skills they are using, including during extracurricular activities. * Learners will be provided with the opportunity to lead learning in relation to skills development. * Learners will make reference to their skills development when setting their learning targets within their Learning Profiles (P7 SDS online tool). | | * Audit our current skills approach using the ‘Embedding Skills Audit Tool’ from Skills Development Scotland. This will then be used at the end of the session to review our progress. * Teaching staff and learners will create and agree on a skills framework. * Working Groups will be created with group leads, to carry out the necessary actions to embed the skills framework (SEE BELOW). * CLPL for staff in relation to the SDS, ‘Meta-Skills Toolkit’, including a progression framework, lesson plans and resources. * Link meta-skills to pupil target setting, leadership groups and wider achievement. * Staff to create resources to support the implementation of the above framework. * Communicate the skills framework to the wider staff and parents. | | | | N/A | Teaching staff  Children  HT | | * Pre and post audit of skills used * Leadership Group planning * Skills profiles to be reviewed to allow for the consideration of meta-skills to be included * Online skills profiles populated and reviewed – P7 only * Children’s focus group * Lesson observations * definitions used for meta-skills * Any other qualitative evidence | | | * Termly evaluation of the SIP. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching and Learning Together: Improvement priority:**  ***By June 2026 the amount of children in Primary 4 who are on track to achieve CfE first level outcomes will have risen from 75% (24 ppi) to 84% (27 ppi), and of those children who are not on track, they should meet or exceed their individual writing targets.*** | | | | | | | | | | | | | |
| **Rationale –**  Within writing, most children are on track at each stage for national expectations. However, there is a cohort in Primary 4 who have made limited progress  within first level writing. The National Writing Programme should help these class teachers to:   * Engage and motivate children who normally don’t engage with writing * Identify next steps in writing * Provide a clear way of measuring what is working * Provide the children with the metacognitive tools to know how to improve their own writing | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC improvement** | | | **Teacher & practitioner professionalism** | | | | **Curriculum & assessment** | | | **Performance information** | | |
| **HGIOS4 QIs:** | **1.1** | | **2.2** | | **2.3** | | | **3.2** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | | | | | **N Our Wellbeing** | | | **N Our attainment** | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| * Learners will be more engaged in the writing process. * Learners will be able to identify next steps to improve their writing. * Learners will be able to use run charts to monitor their progress. * Learners will be able to access metacognitive tools to know how to improve their own writing. | | * Participation at the Children and Young People’s Improvement Collaborative (CYPIC) National Improving Writing (NIW) sessions * 2 x 2-hour session for member of school management team * 2 full days (in person) * 5 x 2-hour twilights (virtual) * 2 optional sessions (virtual) * Develop and implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work. * Staff will implement the ‘writing bundle’. * Develop and implement self and peer assessment approaches to provide learners with the knowledge and skills to identify improvements in their own/others’ writing - with a particular focus on Tools for Writing and vocabulary. * Collect data regularly on children’s progress with a clear focus on improving one aspect of writing at a time. * Involve children in collecting and analysing data. * Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners * Provide opportunities for parents/carers to engage with the writing pedagogy * Build an infrastructure for sustainable spread beyond the initial programme timeline, supported by the CYPIC and EA teams- e.g. participation in implementation wave. * Increase understanding of the root causes for writing difficulties/ barriers (professional learning and discussion with ASD/ Dyslexia/EAL teachers.) * Create a Quality Improvement Poster. | | | |  | Mrs Lesley-Anne Armour (P4/5) and Mrs Karen Petrie (P3/4).  Mrs J McMurdo (HT)  CYPIC National Improving Writing team  EA leads  D. McMahon, S. Rae, L. Bull | | * Pre and Post pupil questionnaires. * Regular teacher polls on impact of learning from the NIW programme. * Pareto chart to identify focus for teaching inputs – baseline assessment. * Stretch Aim (June 26) for Writing attainment for class. * 2-3 short-term Teaching Aims for pupils (individuals/groups) for each identified teaching focus. * Run Charts to collect data demonstrating progress daily and share with pupils. * Analysis of Run Charts to learn from data to inform small tests of change and to identify when to move to next teaching aim; provide support; increase challenge. * AiFL approaches demonstrate on-going assessment and provide feedback to learners. * Professional dialogue with colleagues from other settings to moderate planning, learning, teaching and assessment. * Pupils’ ability to talk about their progress and next steps both individually and as a class. * Fishbone tool analysis where there is continued non-attainment and consideration of ways to further support pupils. * Writing Benchmarks to support reliability of teacher judgements. * Before /after measurements of pupil engagement will demonstrate an increase in enjoyment of writing. * Staff will report that they are more confident and enjoy teaching writing. * ACEL data in tracking tool. | | | * Stretch Aim set for June 26 based on data * Teaching Aim 1 set for ? (This will be decided once the training has been undertaken) * ACEL/progress and achievement tracking and monitoring data. * Pupil voice (qualitative feedback) in Jan and June 26 * Staff voice (qualitative feedback) * Classroom observation feedback * Termly evaluation of the SIP. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Our Wellbeing and Belonging: Improvement priority:**  ***By May 2025, most children (75-90%) within a targeted group, will have made the best possible progress with their learning, by improving attendance beyond 85% (YEAR 2).*** | | | | | | | | | | | | | |
| **Rationale –**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | | New Cumnock Primary School | 93.9 | 93.8 | 93.9 | 94.1 | 93.7 | 94.6 | 91.1 | 88.2 | 89.1 | 90.9 |   Since COVID, our average school attendance has dropped by 2 percentage points, from 91.1% in 2021/22 to 89.1% in 23/24. As of 20 June 2025, our attendance has increased to 90.9%. Although this is positive, there is still a cohort of children whose attendance is historically poor and this is having a direct impact on attainment. Through self-evaluation, in almost all cases, the reason for non-attendance is not because the children concerned don’t want to come to school, but is due to other barriers to attendance. This session we have begun to tackle this issue by establishing effective systems for tracking and monitoring attendance and addressing barriers to attendance, however more time is required to make the best impact. | | | | | | | | | | | | | |
| **NIF key drivers:** | **Parent/carer involvement & engagement** | | | **Curriculum & assessment** | | | | **Performance information** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **1.1** | | **1.3** | | **2.4** | | | **2.7** | | **3.1** | | | **3.2** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our attainment** | | | | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| * All learners will have a better understanding of the impact of positive attendance and as a result will appreciate the importance of school. * Improved attendance for learners, will positively impact attainment. * More opportunities for relationship building between peers due to improved attendance. * Due to improved attendance, staff will be able to ensure that the wider needs of the learners are met. | | * We will continue to *look outwards* by working with other schools within and across authorities to identify good practice in relation to improving attendance. * Staff will continue to use The East Ayrshire Attendance monitoring tool as well as ‘in house’ monitoring systems established during session 2024-2025 to track and analyse attendance across the school. * The Home Link practitioner will liaise with families to address barriers to attendance, including consideration of: * the poverty related attainment gap * our inclusive practice and relationships framework * The Promise * New Cumnock Primary School policy on attendance will be reviewed. * A campaign will be embarked on to launch our new Attendance Policy and Procedures. * Our Parent Council will be a driving force in launching the above campaign. * The ‘Attendance Self-Evaluation Toolkit’ (SWEIC) will be administered to measure the impact of the work undertaken. | | | | ✓ | Principal Teacher Danielle McNulty  Head Teacher Joanna McMurdo  Home Link Practitioner Tracey Bradford  Clerical Assistant  Laura Hope | | * Pupil Action Plans with set targets * Attendance statistics * Pre and post questionnaires (staff and pupils) * East Ayrshire online tracking tool – attainment data | | | * Daily monitoring of attendance by the HLP. * Whole school attendance stats are reviewed every 6 weeks (follow-up actions may include home visits by T Bradford, meetings with the Senior Leadership Team, referrals to outside agencies or referral to SCRA.) * Termly evaluation of the SIP. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Our Attainment, Destinations and Achievements: Improvement priority:**  ***By June 2026, almost all children within a targeted group will identify our digital technologies provision as ‘very good’, under the illustrations, ‘Digital Innovation’ and ‘Digital Literacy’ within 3.3, Increasing Creativity and Employability (HGIOS 4).*** | | | | | | | | | | | | | |
| **Rationale –**  For the past few years, our focus has been on improving attainment in Numeracy, Literacy and Health and Wellbeing. Through recent observations and moderation activities it is evident that our ICT resources are not being utilised at well as they should be to deliver the digital literacy curriculum effectively.  As well as this, some of our laptops have been replaced by a class set of 30 Chromebooks. Staff are not confident in the use of these, therefore they are not being utilised as successfully as they could be. | | | | | | | | | | | | | |
| **NIF key drivers:** | **Curriculum & assessment** | | | **School & ELC improvement** | | | | **School & ELC leadership** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **1.2** | | **2.2** | | **2.3** | | | **2.4** | | **3.2** | | | **3.3** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our Wellbeing** | | | | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| * Daily access to digital resources to support learning and teaching. * Learners will experience a high quality, digital provision. * Children will know how to keep themselves safe on the internet. * P7 pupils will establish an online profile of their accreditations and learning targets. | | * Develop a digital strategy for our establishment. * Ensure all digital technology is in good working order and processes are in place to report technical issues, faults or damage promptly. * Ensure all staff and learners have an understanding of cyber security and how to keep themselves safe in an online environment. * Ensure all staff have read the Corporate AI policy, East Ayrshire Council Policy Document on Ethical and Responsible Use of Artificial Intelligence in Education Settings and completed any related LearnPro modules.   \*pending Cabinet approval\*   * Access CLPL from digital leads and pupil leads. This may include: * Learning about the effective use of Promethean Boards, Activ Inspire, Chromebooks, apps and websites that support learning. * Providing opportunities for sharing good practice. * Sharing understanding of computing science. * Reviewing our planners. * Checking progression across the levels/stages. * Reviewing the coding resources we use in school and at what stage. * Peer visits to colleagues within East Ayrshire who are making effective use of digital technology to enhance learning and teaching in their establishments. * All pupils in Primary 7 should have access to a Chromebook to support learning and teaching. * The Primary 7 teacher will visit other schools to see good practice of Chromebooks being used to enhance learning and teaching. * Primary 7 will access Developing the Young Workforce, Learning Profiles, to track pupil achievement and set learning targets. | | | |   Potential PEF investment to top up digital resources in school | Digital lead – Karen Petrie  P7 Class Teacher – Claira Frew  Support from Julie McKee, QIO and Gary Neilson, Education IT | | * Increased engagement in learning evidenced using the Leuvens scale. * Improved regulation for targeted learners in targeted stages. * Evidence of learners making effective use of digital technology during establishment learning visits and classroom observations (SLT or peer visits). * Comments on learners using digital technology to enhance learning and teaching and to lead their own learning in learning visit reports and inspection reports. * Learners talking with confidence about using digital technology during learner conversations. * Learners tracking their skills development using digital platforms (Learner Profiles, Learning Journals, Teams). * Self-evaluation of 3.3, Increasing Creativity and Employability | | | * Termly evaluation of the SIP. | |

**Summary of Improvement Plan directly linking to Education Service Improvement Plan**

|  |  |
| --- | --- |
| **Our Leadership** | **Teaching and Learning Together** |
| *Through the creation of a meta-skills framework, teaching staff will make meta-skills visible for all learners and create opportunities for them to initiate questions and to develop confidence to lead their own and others learning.* | *We aim to improve Writing in Primary 4 by participating in ‘The National Writing Programme’. This programme should help these class teachers to:*   * *Engage and motivate children who normally don’t engage with writing* * *Identify next steps in writing* * *Provide a clear way of measuring what is working* * *Provide the children with the metacognitive tools to know how to improve their own writing* |
| **Our wellbeing and belonging** | **Our Attainment, Destinations and Achievements** |
| *We aim to improve the attendance of learners across the school by:*  *• Raising awareness of the importance of good attendance.*  *• Working with partners to identify the best way to make improvements.*  *• Launching a campaign to gain the support of the wider community to implement positive change.* | *We aim to improve our Digital Technologies provision across the school by:*   * *Providing learners with daily access to digital resources to support learning and teaching.* * *Providing learners a high quality digital provision.* * *Teaching children how to keep themselves safe on the internet.* * *P7 pupils will establish an online profile of their accreditations and learning targets.* |