# Kirkhill Primary School

## School Improvement Plan

## 2019-2020

**Everyone Attaining, Everyone Achieving through Excellent Experiences**

## Planning for Excellence at Kirkhill Primary

At Kirkhill Primary School we have an extraordinary school community, who wish the greatest success for everyone. In line with our local authority vision of Everyone Attaining, Everyone Achieving through Excellent experiences, we strive for excellence in all aspects of our work and are committed to ensuring that we work together to get it right for every child (GIRFEC). We aim to ensure that there is a positive, welcoming and inclusive ethos where all are valued and have a voice. We are proud of the achievements of our pupils, staff and our school community. Our new school vision and values created with a range of stakeholders encapsulates this:

### Our Vision

At Kirkhill we are **#PROUD** of our school community. Everyone is encouraged to be creative, strive for excellence and be inspired to attain, achieve and be their best.

### Our Values

**At Kirkhill we are #PROUD and empowered to demonstrate our values of;**
**P**erseverance
**R**esilience and Respect
**O**ptimism
**U**nity
**D**iversity

In Kirkhill Primary School we aim to encourage every child to develop their personality, talents and mental and physical abilities to their fullest potential and to equip them with skills, knowledge and confidence to succeed in our ever-changing world. We have high expectations of all of our children and strive to ensure that our school supports all of our pupils to be the best version of themselves possible. At the heart of this is empowerment and consultation and we firmly believe "what you think matters!" and regularly work with our pupils, parents and school community to determine our next steps for improvement. We really value pupil voice and have some fantastic pupil groups within the school who work hard to help us to improve our school and move forward.

We encourage partnerships with parents/carers and the wider community. We have an active Parent Council who support our school in many ways including organising social and fundraising events throughout the school year. We value strong partnerships with our parents/carers and those within our school community and beyond. Good relationships are essential and we believe in partnership and family learning to enable us to work together to best support our children with their learning and development. We seek to form strong community partnerships to provide excellent learning experiences that will support children to maximise their achievements and raise their attainment.

Self-evaluation is a strong, ongoing feature of our school and we use a wide variety of strategies to involve all of our stakeholders, as well as outside agencies and our cluster and Local Authority colleagues. This self-evaluation helps to inform us of our areas of strength and areas for improvement and takes account of where our school is in relation to the quality indicators from How Good is Our School 4, GIRFEC well-being indicators, the principles of a Curriculum for Excellence and East Renfrewshire's Local Improvement plan.

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# School Improvement Priorities for 2018- 2021

| 2018-2019 | | 2019-2020 | 2020-2021 |
|---|---|---|---|
| **Everyone Attaining**<br>To continue to enhance the quality of teaching and learning experiences focussing on Literacy, Numeracy (addition, subtraction, patters, equations, relationships, estimation and rounding), Health and Wellbeing and Technologies and ensuring appropriate pace and challenge in order to continue to raise attainment of ALL pupils but with a particular focus on particular groups of pupils to ensure equity eg lowest performing 20% pupils, SIMD 1-3, Free School Meals. This will retain a focus on active, independent learning, curriculum design (design principles), Problem Solving and skills development and further development work on Assessment and Moderation. | Leadership and Management | • Improve approaches to self-evaluation and leadership of learning across the school community<br>• Develop and embed a shared vision, values and aims relevant to the school and its community<br>• Provide consistent, high quality learning experiences for all our children through shared understanding of effective pedagogy. | • Ensure impact on learners' successes and achievements<br>• Improve Professional engagement and collegiate working<br>• Continue to further develop Children leading learning. |
| **Everyone Achieving**<br>To ensure all pupils, with a particular focus on targeted individuals and groups, are given opportunities to explore curiosity and creativity, personalisation and choice and to celebrate their achievements whilst also benefitting mentally, socially, emotionally and physically from being part of Kirkhill's nurturing and positive learning ethos in line with Getting it Right for Every Child (GIRFEC) and the Children's and Young People's (Scotland) Act 2014 and National Improvement Framework. | Learning Provision | • Develop systems for recording, reporting and celebration of personal achievement across 4 contexts for learning (IDL, Curricular areas, personal achievement, Ethos & Life of the School)<br>• Raise attainment and achievement across learning, particularly in Literacy, Numeracy and Health and Wellbeing through implementation of  East Renfrewshire N&M Strategy, Lit& Eng Strategy and Leadership Strategy<br>• Improve partnerships within school community to enhance and develop skills for life and learning.<br>• Ensure consistent, high quality learning experiences for all our children through shared understanding of effective pedagogy. | • Update Curriculum Rationale and Design<br>• Continue to develop to improve engagement families in learning<br>• Raise attainment in Literacy, with particular focus on writing<br>• Continue to develop challenge and mastery<br>• Continue to develop Developing the Young Workforce – increasing employability skills<br>• Continue to ensure the best possible outcomes for all learners, raising attainment and achievement across learning. |
| **Excellent Experiences**<br>To ensure that we provide an enhanced and enriched curriculum which provides all pupils with a wide range of appropriate,  challenging and excellent experiences enabling them to be successful, confident, responsible and effective in their learning and in life as well as having the necessary skills for the world of work in the future.   This will also result in a selection of appropriate accreditations for individual pupils, groups of pupils and the school as a whole**.** | Successes and Achievements | • Develop a positive, supportive, nurturing culture ensuring we get it right for every child<br>• Build capacity in staff and developing confidence to effectively use digital technologies to enhance learning and teaching and achievement.<br>• Build capacity and confidence in staff to improve teacher judgements of pupil progress<br>• Increase opportunities for personal achievement for pupils through improving how we celebrate success and using data to ensure all pupils have opportunity for personal achievement. | • Continue to develop creativity skills<br>• Develop further partnerships with ELCCs that feed into our school to enhance transitions into Primary<br>• Nurturing principles – continue to create and sustain a supportive, positive ethos and environment throughout the school and embed principles of nurture. |

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## Leadership and Management

### How good is our leadership and approach to improvement?

**Improvement Priorities:**

To promote positive and improvement and effective leadership of change by:

- Improving approaches to self-evaluation and leadership of learning across the school community.

- Developing a shared vision, values and aims relevant to the school and its community

- Ensuring consistent, high quality learning experiences for all our children through shared understanding of effective pedagogy

| NIF Priority | HGIOS4? Quality Indicators |
|---|---|
| <ul><li>Improvement in attainment, particularly in literacy and numeracy</li><li>Closing the attainment gap between the most and least disadvantaged children and young people</li><li>Improvement in children and young people's health and wellbeing</li></ul> | 1.1 Self-evaluation for self-improvement<br>1.2 Leadership of learning<br>1.3 Leadership of change<br>1.4 Leadership and Management of staff<br>1.5 Management of resources to promote equity |

| NIF Driver(s) | Local Improvement Plan – Expected Outcome/Impact |
|---|---|
| <ul><li>School Leadership</li><li>School Improvement</li><li>Teacher Professionalism</li><li>Parental Engagement</li><li>Performance Information</li></ul> | <ul><li>An ethos of high expectations and achievement in every school and service</li><li>A culture of self-evaluation and continuous improvement in all schools and services</li><li>A skilled and confident workforce</li><li>A culture of professional enquiry in all establishments</li><li>Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed</li></ul> |

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| | Impact & Outcomes | Action (including responsible personnel) | Timescale | Resources | Monitoring & Evaluation |
|---|---|---|---|---|---|
| A | **Self-Evaluation**<br>Learners are meaningfully involved in school self-evaluation, auditing practice and contributing to the process of improvement<br><br>There is improved consistency in quality assurance approaches across 3-18 curriculum leading to improved learning experiences in all classes.<br><br>**Staff Involved in Self-Evaluation Professional Inquiry**<br>All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain practice and lead to improved learning experiences | • Develop the systematic use of learning conversations, class blogs and pupil surveys. (LT)<br>• Introduce a pupil self-evaluation group which will include a focus on school improvement planning and learning visits. (LT)<br>• Develop Pupil Committees to include all learners. (All staff)<br>• Introduce revised Quality Assurance calendar to include peer learning visits and sharing of best practice in pedagogy and learning and teaching. (LT)<br>• Introduce online forward planning including learning pathways to reduce workload and bureaucracy (LT and working group)<br>• Develop Professional Dialogue meetings, making use of HGIOS?4 challenge questions, to ensure consistency and high expectations for all learners (LT, CTs)<br>• Develop enhanced use of data analysis for impact on experiences for learners including CfE Judgements, DM, Baseline, Standardised Test, National Assessments, Ethnicity, EaL, ASN and SIMD. (LT, CTs and QIO)<br>• Embed use of the national model of professional learning for all teaching staff (DHT 1)<br>• Introduce a CLPL Calendar which will include:<br>  • A programme of professional inquiry<br>  • SIPP – focus on child-led pedagogy in upper stages<br>  • Collaborative learning<br>  • Learning visits and sharing of best practice in pedagogy and learning and teaching.<br>  • Visits to other establishments to share best practice.<br>  • Opportunities to take on leadership roles<br>  (All staff) | Weekly<br><br>Termly<br><br>Monthly<br><br><br><br>August in-service<br><br><br>Termly<br><br><br><br>As per QA calendar<br><br>Term 2, sharing impact term 4<br><br>As per Calendar | HGIOS 4<br>Learner Participation in Educational Settings 3-18<br>Snapshot<br>Seesaw<br>Quality Assurance Calendar<br>MT planning formats<br>GTC Standards<br>Collegiate Time<br>PSA Meeting Times/ Assembly<br>SCES<br>TES, Education Scotland, , EBSCO Education Endowment Foundation (EEF)<br>Sutton Trust<br>ERC Leadership Strategy<br><br>CLPL Calendar | Learner feedback<br><br>Parent/ carer feedback<br><br>Class Blogs<br><br>Snap Short/seesaw<br><br>Professional dialogue<br><br>Learning Visits<br><br>Pupil dialogue<br><br>Professional learning record<br><br>Portfolio of evidence<br><br>Self-evaluation<br><br>PRD documentation |
| B | **Revised vison, values and aims**<br>Create, sustain and enhance a motivating environment for effective learning | • Revise vision, values and aims, taking ownership for improved outcomes for learners and ensure it is incorporated in daily practice for all stakeholders (School community)<br>• Revise Health and wellbeing. Promoting positive relationships and achievements policies to incorporate revised vision, values and aims ( All Staff)<br>• | From August<br><br>Termly Audits<br><br>Assembly | ERC Digital Innovation Hub<br>HGIOS 4 | Learning visits<br><br>Quality assurance<br><br>Pupil dialogues<br>Surveys of all stakeholders<br>House rewards system |
| C | **Staff wellbeing**<br>Clear policies, support and procedures are in place to ensure pastoral support and wellbeing of staff | • Update staff handbook and welcome procedures (Staff Social Committee)<br>• Fully implement Maximising attendance policy (LT)<br>• Introduce termly staff wellbeing events, Staff suggestion board and "shout out" board, ERC Kudos Awards (All staff) | August in-service and for new staff as applicable<br><br>August, February, May | Staff Handbook<br><br>Maximising attendance policy<br>In-service agenda<br><br>Suggestion and sharing good practice boards | Professional dialogue<br><br>Surveys from all staff<br><br>Attendance data |

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| | | | Weekly | | |
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| D | **Management of resources and environment for learning - Digital Technologies** <br> Make best use of available resources to enhance learning and teaching experiences | ❧ Manage digital technologies proactively and efficiently.(Digital Leaders) <br> ❧ Monitor use of resources to ensure all learners experience a variety digital technologies (ICT co-ordinator, PT2, PT3) <br> ❧ Provide training for all staff on Promethean active panel (Promethean) <br> ❧ Provide training and support sessions to support staff to best use I-pads. (Digital Officer) | From August <br><br> August In-service <br><br> Termly | Digital resources <br><br> Ipad training calendar | Termly amount of digital technologies <br><br> Forward plans <br><br> Staff CLPL evaluations <br><br> Learners evaluations |

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## Learning Provision

### How good is the quality of care and education we offer?

**Improvement Priorities:**

To enhance the quality of care and education by;

- Literacy and English – ensuring consistent and effective approaches to skills development in reading.

- Numeracy and Mathematics – improving learning and teaching and ensuring consistent and effective approaches to skills development.

- Ensuring consistent, high quality learning experiences for all our children through shared understanding of effective pedagogy.

- Health and Wellbeing - Improved knowledge, understanding and skills for life and active participation. An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.

- Partnerships – Improve partnerships within school community to enhance and develop skills for life and learning.

| NIF Priority | HGIOS4? Quality Indicators |
|---|---|
| <ul><li>Improvement in attainment, particularly in literacy and numeracy</li><li>Closing the attainment gap between the most and least disadvantaged children and young people</li><li>Improvement in children and young people's health and wellbeing</li><li>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li></ul> | 2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>2.7 Partnerships |

| NIF Driver(s) | Local Improvement Plan – Expected Outcome/Impact |
|---|---|
| <ul><li>School Leadership</li><li>School Improvement</li><li>Teacher Professionalism</li><li>Parental Engagement</li><li>Assessment of Children's Progress</li></ul> | <ul><li>An ethos of high expectations and achievement in every school and service</li><li>A positive culture in health and wellbeing in every school and service</li><li>A skilled and confident workforce</li><li>A culture of professional enquiry in all establishments</li><li>Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed</li><li>A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally</li></ul> |

| Impact & Outcomes | Action (including responsible personnel) | Timescale | Resources | Monitoring & Evaluation |
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| **A** | **IDL and Pedagogical Developments**<br>Improved approaches to inter-disciplinary learning. Enhanced learning experiences for children and young people. | • Create an IDL planning format and provide training for all teaching staff. (LT and working Group)<br>• Develop pedagogy approaches throughout the school (PT2) | Staff Meeting T1 | BtC 3<br>CfE Briefing Document 4 and 11<br><br>National Improvement Hub<br><br>Time for 2 members of staff to go to Strathclyde University P4-7 pedagogy CLPL sessions (PT2) | Monitoring of IDL planners<br><br>Pupil dialogue<br><br>Displays<br><br>Work scrutiny<br><br>Professional dialogue<br><br>Evaluation if SIPP and sharing of best practice |
| **B** | **Literacy and English: Reading**<br>Improved outcomes and reduced inequalities in literacy development.<br><br>Increased pace and challenge in children's learning<br><br>Consistent and effective approaches to skills development leading to increased attainment of 2% in TJ with a particular focus on SIMD 1-4 leaners<br><br>Reduced teacher workload and bureaucracy and implementation of active literacy strategies. | • Implement ERC Literacy Strategy and deliver CLPL on the teaching of reading (HT and PK)<br>• Implement ERCs revised Literacy and English frameworks (CTs)<br>• Support staff to develop an understanding of how children learn and develop, including development of phonological awareness and reading recovery strategies (PK)<br>• Continue to develop Physical Literacy opportunities to ensure literacy experiences are firmly embedded in children's play experiences both indoors and outdoors (PT1)<br>• Ensure that provocations used in P1 and P2 stimulate interest, curiosity and investigation (PT1)<br>• Introduce and implement Early Years tracking database (LT and CTs)<br>• Identify P1 pupils who are not able to start formal phonics teaching and provide additional support to develop understanding of early phonological awareness (PT1/DHT2)<br>• Introduce Learning Buddies to provide additional practise and reinforcement of skills (PT1/DHT2)<br>• Develop enhanced experiences through the use of Digital technologies (PT2/3)<br>• Introduce active approach to teaching phonics and spelling and support staff with introducing this in their classrooms (PT1)<br>• Encourage reading engagement and reading for pleasure in school and improve the quality of texts in classroom libraries to enable greater choice (All staff)<br>• Plan greater opportunities to engage school community in reading activities including organisation of Read, Write, Count event to share ideas and activities with P1-3 parents/carers (All staff)<br>• Train pupils to be reading buddies to support younger pupils in school (DHT2)<br>• Create links with local nurseries and care homes to provide reading for enjoyment sessions to build reading confidence (PT1/DHT2)<br>• Create a bank of resources for active literacy | From August 2019<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>September/Oct | ERC Literacy Strategy<br><br>Literacy & English Frameworks<br><br>ERC Literacy Strategy CLPL materials<br><br>Big Cat Reading<br><br>Muddy Movers<br><br>Into Reading – Phonological Awareness<br><br>Active Literacy resources to support phonics and spelling<br><br>Teacher's Toolkit<br>Ed Pax<br><br>Education City – My City | Professional dialogue<br><br>Learning visits<br><br>Pupil dialogue<br><br>Work scrutiny<br><br>Assessment data<br><br>CfE judgements<br><br>Baseline Analusis<br><br>DM analysis<br><br>P1 SNSA Analysis |
| **C** | **Numeracy and Mathematics**<br>Improved learning and Teaching in Numeracy and Maths. | • Implement ERC Numeracy Strategy and deliver CLPL on the teaching of Numeracy and Mathematics (LT & All staff) | Term 1 and ongoing | ERC Numeracy Strategy | Professional dialogue<br><br>Learning visits |

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| | Consistent and effective approaches to skills development.<br><br>Increased pace and challenge in children's learning.<br><br>Increased attainment of 2% in TJ with a particular focus on SIMD 1-4 leaners<br><br>Reduced teacher workload and bureaucracy | • Implement ERCs revised Numeracy and Mathematics frameworks (All staff)<br>• Revisit common language and methodology of Numeracy and Mathematics with all members of staff (All staff)<br>• Develop Use of concrete materials (All Staff)<br>• Differentiation and challenge (All Staff, PT4)<br>• Develop maths mastery activities throughout the school (All)<br>• Opportunities to ensure numeracy experiences are firmly embedded in children's play experiences both indoors and outdoors (PT1 & PT4)<br>• Participate in Scottish Maths Week (All, DHT1)<br>• Introduce Learning Buddies to provide additional practise and reinforcement of skills (DHT1, 2)<br>• Develop Family Learning in N&M through evening workshops for whole school community (LT)<br>• Develop enhanced experiences through the use Digital technologies (PT3,4)<br>• Develop skills for work through Moneywise sessions with pupils and different professionals invited in to share their expertise and job information (DHT1)<br>• Continue to develop active maths and numeracy resources<br><br>• Introduce pupil led savings scheme with support of Credit Union (DHT1) | | ERC CLPL<br><br>Making Maths Count<br><br>Num & Mathematics Framework<br><br>Mearns Cluster Common Language and Methodology<br><br>Teacher's Toolkit<br><br>Education City – My City | Pupil dialogue<br><br>Work scrutiny<br><br>Assessment data<br><br>CfE judgements<br><br><br>Feedback from Parents/ Carers |
| D | **Health and Wellbeing**<br>Improved knowledge, understanding and skills for life and active participation.<br><br>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. | • Develop Progressive teaching of social, emotional and mental wellbeing through the implementation of Bounce Back in all classes (PT4)<br>• Embed anti-bullying policy into Health and Wellbeing Curriculum (LT, PT4)<br>• Develop Family learning in Health and wellbeing through evening workshops to share learning and encourage active, healthy lifestyles (DHT1)<br>• Improve attainment and achievement of learners from ethnic minority groups through embedding of ERC Bilingual/ EAL Learners Guidelines (LT and Bilingual Team) (DHT2) | August in-service<br>Term 1<br><br>Term 3<br><br><br>Ongoing | ERC HWB Action Plan<br><br>Respect Me Guidance<br><br>SIPP Guidance | Attainment data<br><br>CfE Judgements<br><br>Pupil dialogue<br><br>Parent/ Carer feedback |
| E | **Partnerships**<br>Higher levels of parental engagement in their children's learning and in the life of the school<br><br>Parents are meaningfully engaged in school self-evaluation; contributing to the process of improvement. | • Introduce and implement ERC Parental Engagement Strategy (LT & DHT2)<br>• Continue to work towards Gold Family Centred Approaches Award (LT)<br>• Provide CLPL opportunities where appropriate (DHT1)<br>• Ensure a representative group of parents are consulted on different aspects of school improvement (LT)<br>• Introduce a systematic approach which enables parents and carers to share skills and talents to support children's learning across the school (LT and CTs)<br>• Develop school website, Twitter and use of Seesaw to support learning at home and improve parental engagement.(DHT1, PT2 &3)<br>• Enable pupils to create online learning videos to share strategies and approaches to learning with our school community (PT2 and CTs) | Term 1<br><br>All session<br><br><br>Term 1<br><br><br>Term 2 | ERC Strategy<br>Family Centred Audit<br>Family Room Calendar<br><br>School Website and Twitter feed | Staff feedback/evaluations<br><br>Attainment data<br><br>Pupil Feedback<br><br><br>Accreditation of awards<br><br>Family Centred Approaches<br><br>Action Plan |

## Successes and Achievements

### How good are we at ensuring the best possible outcomes for our learners?

**Improvement Priorities:**

To ensure the best possible outcomes for our learners by;

- Developing a positive, supportive, nurturing culture ensuring we get it right for every child
- Building capacity in staff and developing confidence to effectively use digital technologies to enhance learning and teaching and achievement.
- Building capacity and confidence in staff to improve teacher judgements of pupil progress
- Increasing opportunities for personal achievement for pupils through improving how we celebrate success and using data to ensure all pupils have opportunity for personal achievement.

| NIF Priority | HGIOS4? Quality Indicators |
|---|---|
| <ul><li>Closing the attainment gap between the most and least disadvantaged children and young people</li><li>Improvement in children and young people's health and wellbeing</li><li>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li></ul> | 3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement<br>3.3 Increasing creativity and employability |

| NIF Driver(s) | Local Improvement Plan – Expected Outcome/Impact |
|---|---|
| <ul><li>School Leadership</li><li>School Improvement</li><li>Teacher Professionalism</li><li>Parental Engagement</li></ul> | <ul><li>An ethos of high expectations and achievement in every school and service</li><li>A positive culture in health and wellbeing in every school and service</li><li>A skilled and confident workforce</li><li>Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed</li><li>A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally</li><li>An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements</li><li>Higher levels of parental engagement in their children's learning and in the life of the school</li></ul> |

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| | Impact & Outcomes | Action (including responsible personnel) | Timescale | Resources | Monitoring & Evaluation |
|---|---|---|---|---|---|
| A | **Wellbeing**<br><br>Develop a positive, supportive, nurturing culture based on Getting It Right For Every Child | • Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all classrooms (All staff)<br>• Implement Bounce Back across the school (PT1 &4)<br>• Share anti-bullying policy, procedure and guidance to ensure a shared understanding (PT1 &4)<br>• Embed Rights, wellbeing indicators and Bounce back throughout school (PT1 &4)<br>• Introduce Seasons for Growth Programme to support pupils social/emotional wellbeing (AD)<br>• Implement "Getting it right for me booklets" to support pupils' wellbeing and highlight key adults and track wellbeing throughout session. (DHT2)<br>• Whole staff training to develop whole school approach to developing positive relationships and positive behaviour. (All Staff)<br>• Refresh approaches to moderation/QA of wellbeing plans (EP, DHT2 and CTs) | From August<br><br>August<br>Sept/Oct launch<br><br>From August<br>August and termly update<br>Training<br><br><br>October in-service<br><br>August in-service | Anti-bullying policy<br><br>"Getting it Right for Me" booklets<br><br>Seasons for Growth Training<br><br>Pivotal Education | HWB Wheel – evaluate with<br><br>pupils each term<br><br>Pupil dialogue<br><br>Professional dialogue<br><br>Attainment data<br><br>Feedback, surveys and reflection<br><br>time data. |
| B | **Overall quality of learners' achievement**<br><br>An increase in personal achievement. | • Gather achievements twice a session via Achievements Talking and Listening Homework (CTs)<br>• Track and analyse achievements via the ERC Tracking Database, see saw and T&L homework (All staff)<br>• Plan and provide opportunities for personal achievement (All)<br>• Encourage parents/ carers to share out of school achievements (LT)<br>• Showcase learning through pupil led assemblies and termly open days to showcase learning (LT)<br>• Share achievements with wider school community through twitter and blogs (LT)<br>• Use See Saw to share all achievements with parents/carers and record achievements as pupils move through school (All staff) | October and February<br><br><br>Ongoing | ERC Tracking Database<br><br><br>Awards display Reception Plasma<br><br>Twitter<br><br>Blogs<br><br>Seesaw | ERC Achievements tracking database<br><br>Active Schools Tracking<br><br>Parental/ pupil feedback |
| C | **Digital Literacy**<br>Developed skills and confidence of teachers.<br>Improved access to digital technology for all learners.<br>Digital technology is a central consideration in all areas of curriculum and assessment delivery.<br>Innovative approaches allow learners to take further responsibility for their learning. | • Implement ERC Digital Learning Strategy and update school policy (PT 2,3)<br>• Develop the skills and confidence of staff by providing CLPL<br>• Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery. (LT)<br>• Roll out BYOD – P6 and P7 (PT 2,3)<br>• Develop enhanced experiences through Digital Literacy including ERCs 24/ 7 Library (PT 2,3, DHT2) | August 2019<br><br>August in-service<br>October 2019<br><br>August 2019 | ERC Digital Innovation Hub<br><br>ERC Digital Learning Strategy<br><br>24/7 Library<br><br>See saw<br>Activ Panel<br>Ipads | CLPL calendar<br><br>Digital Schools Award<br><br>Learning visits<br><br>Audit use of digital resources |
| D | **Increasing Employability Skills**<br>Improved ability of pupils to be able to articulate the language of learning and the range of skills, across the four contexts, that young people are | • Improve staff knowledge and understanding of the importance of skills for life, learning and work in learners' experiences (PT2)<br>• Implement My World of Work (PT2)<br>• P4-P7 learners to capture achievements and skills in e-portfolios/seesaw (PT 2,3) | Term 2<br>August 2019<br><br>Gather information for | The Career Education Standard (3-18) Learning Resource | Monitoring of e-portfolios<br><br>Feedback from learners, teachers and parents |

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| | | | database from August. | My World of Work | DYW Database interrogation |
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| developing to enable them to make reflective comments on their skills for learning, life and work | • Create a database of parents/ carers, local employers/businesses to support DYW and develop opportunities for parents as learning partners (PT 2,3)<br>• Develop opportunities to engage and set up links with a variety of businesses to develop skills for work and knowledge of world of work (PT 2,3)<br>• Organise whole school careers fair to raise awareness of the world of work (DHT1) | | | BtC 4 & 5<br>ERC DYW Implementation Plan<br><br>DYW Database | My world of work usage |