

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	NIP
A	Digital pupil champions are established and skilled in supporting class developments	<ul style="list-style-type: none"> Digital champions – staff share good practice and innovation regularly through Assembly Focus/CLPL Coding Club to be developed further - continue links with JP Morgan I-Hub First news – parental input/ workshops Education City - parental input/workshops Google Classroom to be utilised at all stages – parental input/workshops Pupil Digital Leaders to take more active role in updating blogs 	Digital leaders PT	September 19: Curriculum event/Meet the teacher - combine	GLOW	Parental feedback	Parental engagement
B	Staff capability, capacity and leadership are well developed to support the culture of learning	Distributed leadership (DL) opportunities:- <i>Teachers and Pupil Support Assistants</i> <ul style="list-style-type: none"> Library Playground Equipment (in departments) PE Resources STEM Gardening Lunchtime Clubs Mezzanine (P2 staff) Open Areas (in departments) Buddies Pupil Leadership groups 	SMT Class Teachers PSA	August to June	Curriculum rationale	Staff Feedback Pupil Feedback	Teacher Professionalism
C	DYW/Digital Employability skills are developed in a progressive way for all learners Creativity is practically applied as a higher-order thinking skill	<ul style="list-style-type: none"> Embed use of Learning Profiles in P5/6/7 and introduce at P4. Embed use of DYW Cluster plans at all stages Continue to refer to displayed cluster poster resources in each classroom to promote DWY links and HOTS development across learning Blogs/Social Media to be updated regularly making use of benchmarks and hashtags (#) relevant to school (Terrific Talents/Excellent Effort etc.) 	Class Teachers SMT	August to June	Benchmarks	Quality Assurance Calendar (Learning Visit etc.)	Assessment of children's progress
D	Modern Languages Ambitious attainment and achievement for all learners	Improve learners' experiences in Modern Languages: <ul style="list-style-type: none"> CLPL on delivery of French/ Mandarin Embed HOTS Continue Mandarin cultural/art activities 	DHT – Josephine McGrotty	August to June 2019	ERC YouTube Clips	Forward Plan monitoring: HGIOS Pg 35	Assessment of Children's

There are two gifts we should give our children; one is roots and the other is wings...Hodding Carter

	Pupils have an accurate understanding of their progress and what they need to do to improve				1+ 2 ERC Guidance Masterclass option		
E	<p>Maths and Numeracy Ambitious attainment and achievement for all learners</p> <p>Processes for assessment and reporting are effective and manageable</p>	<p>Improve learners' experiences and learning and teaching through: -</p> <ul style="list-style-type: none"> Continuing to identify Maths/DYW links and opportunities for 'real life' maths and Numeracy application Participate in National Numeracy and Maths Week, Outdoor Learning Days and National Numeracy Day Use of holistic assessments to support teacher judgement Increased use of My City within Education City to track pupil progress and to ensure appropriate activities. 		<p>Maths Week – September 2019</p> <p>Outdoor Learning Days – November 2019 and May 2020</p> <p>National Numeracy Day May 2020</p>	F Plans Benchmarks	<p>Quality Assurance Calendar (Learning Visit etc.)</p> <p>DYW Implementation Plan</p>	Assessment of Children' s Progress
	<p>English and Literacy Ambitious attainment and achievement for all learners</p> <p>Processes for assessment and reporting are effective and manageable</p>	<p>Improve learners' experiences and learning and teaching through: -</p> <ul style="list-style-type: none"> Continue P2-P5 Learning buddies Library Reading Challenge (FMRC) Assessment framework Embed use of "My City" within Education City to track achievement Embed use of Clicker 6 to remove barriers to attainment in writing 	DHT – Josephine McGrotty	August to June 2020	FMRC Link	Forward plan monitoring	Assessment of Children' s Progress

	<p>RERC Continue to promote Catholicity through building positive relationships within the local community</p>	<ul style="list-style-type: none"> • OLM musicians (pupils/staff) supporting liturgical celebrations 	<p>DHT – Angela O'Connor Pupils staff</p>	<p>August 19- June 20</p>		<p>Pupil engagement</p>	<p>achievement</p>
--	---	---	---	-------------------------------	--	-------------------------	--------------------

Maintenance

There are two gifts we should give our children; one is roots and the other is wings...Hodding Carter

Leadership and Management		
How good is our leadership and approach to improvement?		
Quality Indicators	Themes	NIF Priorities
1.1 Self-evaluation for self-improvement	Analysis and evaluation of intelligence and data	<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly literacy and numeracy ➤ Closing the attainment gap between the most and least disadvantaged children ➤ Improvement in employability skills and sustained, positive school leaver destinations for young people
1.2 Leadership of learning	Professional engagement and collegiate working Children and young people leading learning	
West Partnership Regional Improvement Plan Vision: Equity, Excellence and Empowerment	Improvement, Learner Journey, Leadership and Learning	Budget - £

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	NIF Driver
A	<p>Using digital solutions to support the interrogation of data</p> <p>Processes for assessment and reporting are effective and manageable</p> <p>Improved literacy and numeracy attainment throughout the years of the broad general education</p>	<ul style="list-style-type: none"> Implement ERC English/Literacy, Numeracy/Mathematics/STEM/ Digital learning and teaching Strategies Year 2 Raise attainment through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity groups Improve outcomes for identified groups through Pupil Equity Fund Improve use of tracking and monitoring tools including SNSA, the BGE Improvement Tool and the Early Years Tracking Tool Engage with RIC workstreams to evaluate best practice for consideration at school level 	SMT Teaching staff PSAs PEF/Attainment Team	August 2019- June 2020	<p>HGIOS 4</p> <p>2020 Learning and Teaching in ER Schools</p> <p>National Improvement Framework (NIF)</p> <p>ERC Numeracy, Literacy, STEM, Digital strategies</p> <p>2019 –22 LIP</p> <p>West Partnership</p>	<p>Professional learning record</p> <p>Portfolio of evidence</p> <p>Self-evaluation learning profiles/ blogs</p> <p>Moderation of teacher judgements</p> <p>Quantitative data</p> <p>People's views,</p> <p>Direct observation HGIOS Pt 21 Nursery transition</p>	<p>School Improvement</p> <p>Assessment of Children' s Progress</p>

There are two gifts we should give our children; one is roots and the other is wings...[Hodding Carter](#)

B	<p>Clear and measurable impact of professional learning on outcomes for learners</p> <p>Creating a collaborative, inspiring and creative approach to improving learning and teaching techniques whilst enriching the leadership skills of the teachers.</p>	<p>Commitment to CLPL using the new model of professional learning:</p> <ul style="list-style-type: none"> • Embed programme of lesson study or learning rounds per stage • Provide support, including CLPL, for learning partnerships and expand the use of collaborative action based research to improve outcomes for key equity groups • Implement the leadership strategy to support continued improvement in learners' experiences and outcomes 	<p>DHT – J McG Teaching Staff Clerical/PSA St Ninian's</p>	<p>June 2019 (PRD) then from August 2020-ongoing</p>	<p>Standards CPD Manager My Insider</p> <p>Assembly Focus Staff development</p> <p>West Partnership</p> <p>Collegiate Calendar</p> <p>Leadership strategy 2018-21</p>	<p>Quality Assurance Calendar activities SIPP Monitoring HGIOS Pg 21</p> <p>Action research</p> <p>Spiral of inquiry</p> <p>Peter Dudley Lesson study handbook</p>	<p>Teacher Professionalism Attainment</p>
C	<p>Pupils will be supported to take responsibility for their own learning, successes and achievements</p>	<p>Departments should develop further opportunities for pupils to:</p> <ul style="list-style-type: none"> • Lead their own learning in the BGE • Express their views • Follow their interests • Capitalise on real-life contexts for learning 	<p>SMT Teaching staff St Ninian's</p>	<p>August November March: forward planning cycle</p>	<p>HGIOS</p> <p>HGIourS (part 1)</p> <p>HGIourS (part 2)</p> <p>DYW cluster plan</p>	<p>Quality Assurance Calendar activities</p>	<p>Attainment Teacher Professionalism</p>

There are two gifts we should give our children; one is roots and the other is wings...[Hodding Carter](#)

D	<p>21st Century teaching and learning practices will be facilitated to build on our ethos, maximise opportunities within the existing buildings, grounds and surrounding area through spatial interventions ensuring innovative learning and teaching opportunities continue to be developed</p>	<p>Embed collaborative learning opportunities in phases 1-3 of Space Pioneers project. Evaluate impact.</p>	<p>HT DHT - Angela O'Connor Caroline Collins: STEM links HT : Spatial interventions monitoring</p>	<p>Phase 2 installed by June 19 for use from August 19 Phase 3 October 19</p>	<p>Architecture and design Scotland OLM strategic report DYW cluster plan STEM strategy</p>	<p>ADS review Assessment of impact on motivation and engagement of pupils Professional Enquiry</p>	<p>School improvement Teacher professionalism</p>
	<p>Modern Languages Ambitious attainment and achievement for all learners Pupils have an accurate understanding of their progress and what they need to do to improve</p>	<ul style="list-style-type: none"> Review and update the 1+ 2 Languages Strategy in line with ERC Guidance. 	<p>DHT- JMCG</p>	<p>Jan- Jun 2020</p>	<p>ERC Guidance</p>	<p>Assessment of impact on motivation and engagement of pupils</p>	<p>School improvement Teacher professionalism</p>

Learning Provision		
How good is the quality of care and education we offer?		
Quality Indicators	Themes	NIF Priorities
2.2 Curriculum	<ul style="list-style-type: none"> ➤ Development of the curriculum ➤ Skills for Learning, Life and Work 	<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy; ➤ Closing the attainment gap between the most and least disadvantaged children; ➤ Improvement in children's and young people's health and wellbeing; and ➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> ➤ Effective use of assessment ➤ Quality of teaching 	
2.4 Personalised support	<ul style="list-style-type: none"> ➤ Universal support ➤ Targeted Support 	
The Catholic Schools Developing in Faith - Serving the Common Good	<ul style="list-style-type: none"> ➤ A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all 	
		Budget - £9088

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	NIF
<p>Literacy and English</p> <p>Ambitious attainment and achievement for all learners</p> <p>Pupils have an accurate understanding of their progress and what they need to do to improve</p> <p>Pupils lead learning</p>	<p>Improve learning and teaching through the development of:</p> <ul style="list-style-type: none"> • Implement ERC Literacy and English strategy • Embed use of Nessy Reading and Spelling for identified pupils to ensure consistent progress • Embed Reciprocal Reading approaches • Embed HOTS • Extend use of Micro librarian Software • Extend provision of Class Libraries • Make further use of running records to support reading behaviour and progress • Consolidate practice of Reading Recovery approaches • Review Reading/grammar language resources 	<p>HT DHT - Josephine McGrotty Class Teachers PEF Attainment Team</p> <p>Parents Pupils Working Party PSA</p>	<p>August 2019-2020</p>	<p>St Ninian's Glow Group</p> <p>HOTS/ Blooms RR posters CLPL RR (PSA)</p> <p>Nessy</p> <p>Literacy and English Strategy and Action Plan</p> <p>QIO</p> <p>Ed Psych Services Research Assistant Lowest 20% Impact Report</p> <p>Literacy CLPL Programme</p>	<p>Forward Plan monitoring</p> <p>Learning visits</p> <p>Displays</p> <p>Jotter monitoring</p> <p>Summative Assessment Data</p> <p>Learning Rounds/Learning studies</p> <p>Standardised Test/SNSA presentation</p> <p>PEF Action Plan</p>	<p>Assessment of Children's Progress</p>

There are two gifts we should give our children; one is roots and the other is wings...[Hodding Carter](#)

B	<p>Numeracy and Mathematics</p> <p>Ambitious attainment and achievement for all learners</p> <p>All stages effectively use concrete materials and manipulatives to enable pupils to understand the links between the manipulatives and the mathematical ideas they represent</p> <p>Teachers consistently use tasks to support pupils' developing understanding</p> <p>Pupils leading learning</p> <p>Pupils have an accurate understanding of their progress and what they need to do to improve</p> <p>Processes for assessment and reporting are effective and manageable</p>	<p>Improve learners' experiences and learning and teaching through:-</p> <ul style="list-style-type: none"> Embedding ERC Numeracy and Mathematics Skills planners at all stages Ensuring consistent and appropriate pace and challenge through use of tracking gradient Problem solving strategies are explicitly taught and displayed Manipulatives used consistently and effectively at all stages to support all learners especially in problem solving and number processes Pupils are confident in quick fact retrieval of 4 number processes Developing pupils numerical understanding through the use of: <ul style="list-style-type: none"> - examples and non-examples of concepts; - opportunities to discuss and compare - different solution approaches; - investigating mathematical structure; Sharing best practice across stages and levels in effective mathematical pedagogy Introduction of Numeracy Buddies Effective use of pupil feedback and target setting Provide further opportunities to share learning and teaching in maths and Numeracy with parents through use of digital technologies Embed use of Maths and Numeracy bags to support parents and pupils working together at home 	<p>DHT</p> <p>Maths Champions</p> <p>Working Party</p> <p>Pupil Maths Leaders</p> <p>PEF Attainment Team</p>	<p>August 2019-June 2020</p>	<p>Maths Champion Glow Group</p> <p>National Numeracy and Maths Hub</p> <p>Scottish Attainment Challenge Research</p> <p>Making Maths Count</p> <p>Numeracy and Maths Strategy 2018 -2021</p> <p>Numeracy and Maths Overview 2019 2020</p> <p>Outdoor classroom</p> <p>ERC Numeracy and Mathematic Guidance for Practitioners</p> <p>Education City</p> <p>EEF Improving Mathematics in Key Stages 2 and 3 A Self-assessment guide</p>	<p>Forward Plan monitoring</p> <p>Learning visits</p> <p>Displays</p> <p>Jotters</p> <p>Summative Assessment Data</p> <p>Learning round/lesson study</p> <p>Standardised Test presentation</p> <p>PEF Action Plan</p>	<p>Assessment of Children' s Progress</p>
---	---	---	--	------------------------------	--	---	---

There are two gifts we should give our children; one is roots and the other is wings...[Hodding Carter](#)

	Developing parental partnerships to support children's learning				DYW Implementation Plan		
C	<p>Health and Wellbeing Ambitious attainment and achievement for all learners</p> <p>Pupils have an accurate understanding of their progress and what they need to do to improve</p> <p>Processes for assessment and reporting are effective and manageable</p> <p>Support has a positive impact on children's progress in learning</p> <p>Pupils lead learning through leadership of sustainable development groups</p>	<ul style="list-style-type: none"> Implement the PEF action plan for year 3. Consistent recording and analysis of assessment information informs planning for learners' needs and experiences Support staff and pupils are involved in planning and reviewing support for individuals/ groups of learners 	<p>PSA Parent Council</p> <p>PEF/Attainment Team</p> <p>Class Teachers</p> <p>Pupils</p>	<p>August 19-20</p>	<p>DYW Guidance</p> <p>Cluster work</p> <p>ERC Health and Wellbeing Action Plan (link)</p>	<p>HGIOS Pg 35</p> <p>House Display linked to Charter/Rights</p> <p>Diversity group agenda/ feedback</p> <p>Business links evaluations</p> <p>Curriculum planners</p> <p>Fair Active Award</p>	School Improvement

	<p>Health and Wellbeing Sustainability</p> <p>Pupils lead learning through leadership of sustainable development groups</p> <p>Children's Rights and Global Citizenship Programmes are embedded across the school</p> <p>Local and International Links are established</p>	<p>Continue to successfully raise awareness of sustainable development:</p> <ul style="list-style-type: none"> Adopt the new online Eco Schools Scotland Green Flag process (year1/2) Continue to embed Rights Respecting Schools through pupil led school annual calendar of events and achieve Rights Respecting Schools Gold Award Embed knowledge of education for sustainability as a Catholic school through exploration of the Sustainable Development Goals as part of our RERC and Global Citizenship Programmes RHS Level 5 Award – local community garden project Establish links with St Patrick's Primary in Gambia Send photos and letters/ Fundraise e.g. Rag Bag Collections 	<p>DHT/ Staff Leadership</p> <p>Eco, RRS, Fairtrade, Guardians of the Garden Teams</p>	<p>Sept 2019 – June 2020</p> <p>Eco June 2021 renewal</p> <p>RRSA Gold Application – Oct 2019</p>	<p>Eco Schools School Web</p> <p>Outdoor classroom</p> <p>Vision 2030+ Learning for Sustainability National Implementation Group Report</p>	<p>HGIOS Pg 35</p> <p>Eco/ Fairtrade, RRS Action Plans</p> <p>Rights respecting Schools Award</p> <p>Eco Schools Green Flag Award</p> <p>Project Gambia – Paisley Diocese</p>	
D	<p>Health and Wellbeing</p> <p>Ambitious attainment and achievement for all learner</p>	<ul style="list-style-type: none"> Make use of Active Schools data recording to enhance school system for recording achievements and participation 	<p>Parents Teachers Pupils</p>	<p>Sept 2019- June 2020</p>	<p>Active School Plan</p>	<p>HGIOS Pg 49</p>	
E	<p>Health and Wellbeing</p> <p>Shared understanding of wellbeing and ability to demonstrate that all our children feel safe, healthy, achieving, nurtured, active, responsible, respected and included</p>	<ul style="list-style-type: none"> Provide support to allow pupils the opportunity to be safe, healthy, achieving, nurtured, active, responsible, respected and included: Embedded nurture provision Opportunities to explore SHANARRI indicators at class, departmental and whole school level to improve understanding of wellbeing Wellbeing web to be used at class level for all children termly Develop HWB learning kit bags and target pupils who would benefit from use – fully implement 2019-2020 ensure regular assessment of HWB 	<p>All</p>		<p>GIRFEC Website</p> <p>United Nations Convention on the Rights of the Child</p>	<p>Display Jotter monitoring Pupil Dialogue Pastoral Notes HGIOS Pg 49 Boxall assessments</p>	<p>School Improvement</p>
	<p>Technologies</p> <p>Embed a progressive and coherent approach to the teaching of Digital Literacy</p>	<p>Creativity, innovation and personalisation and choice is embedded across learning:</p> <ul style="list-style-type: none"> Further develop staff confidence in delivery of Computing Science and Digital Literacy Curriculum 	<p>DHT PT – Julie Neil</p>	<p>August 2019- June 2020</p>	<p>ERC DigiHub</p> <p>Glow</p>	<p>Forward Plan monitoring: evidence of planning for</p>	<p>School Improvement</p>

There are two gifts we should give our children; one is roots and the other is wings...[Hodding Carter](#)

F	<p>and Computing Science to enhance creativity in teaching and learning</p>	<ul style="list-style-type: none"> Audit resources to ensure consistency, breadth and progression across the school Provide opportunities for staff to share good practice and resources (update shared site on Glow) Embed Playful Learning and Gaming across all stages, making use of programmable toys (Beebots, Robots, Spheros, etc.) Use of Class VR to enhance learning experience for all pupils. Implement Bring Your Own Device (BYOD) policy in P5-7. Embed use of Google Classroom to facilitate collaborative learning and enhance differentiation across the school Make use of iPads across the curriculum with focus on animation, film and music creation - Staff Digital Leaders to share good practice Achieve Digital Schools Awards Cyber Resilience Internet Safety Badge (CR-IS) 	<p>Digital Learning Working Group</p> <p>Digital Leaders</p> <p>Teachers</p>		<p>Social Media Guidance</p> <p>A Digital Learning and teaching strategy for Scotland.</p> <p>ERC Modern Ambitious Programme for Digital Learning</p> <p>ERC Digital Learning and Teaching Strategy</p> <p>Digital Schools Award</p> <p>Bring Your Own Device Policy</p>	<p>Computing Science and Digital Literacy.</p> <p>Learning visits: Evidence of use of resources in IDL</p> <p>Display of digital resources: showcasing at assembly, Parents' Nights, Curricular Events, Blogs / Twitter.</p> <p>Audit use of resources: HGIOS 4 Pg52</p>	
G	<p>STEM</p> <p>To inspire children in STEM learning</p> <p>To connect the STEM education to the World of Work</p> <p>To close equity gaps in participation and attainment in STEM</p>	<ul style="list-style-type: none"> Introduce new STEM Leaders from P6 and P7 Continue team teaching in STEM to build capacity to deliver excellent STEM learning Showcase STEM experiences from across session during STEM week Cluster development of Technology projects Encourage Professional Enquiry linked to STEM Continue annual rota of STEM visitors linked to stage planning – Links to DYW, KNex Challenge, Digital Learning Week, STEM Week P5 pupils to participate in "Scottish Engineering Leaders Award" Engage in SmartSTEMS events 	<p>DHT – Angela O'Connor Caroline Collins Class Teachers P6 & P7 pupils</p> <p>P5 Pupils Class Teachers</p>	<p>August 19- June 20</p>	<p>ERC Sciences thematic review</p> <p>Practitioner Enquiry</p> <p>Award SmartSTEMS</p> <p>STEM Strategy Action Plan</p>	<p>Pupil/staff evaluations</p> <p>Quality Assurance Calendar</p> <p>Pupil, staff and parent evaluations</p> <p>PRD</p> <p>Forward Plan monitoring</p>	<p>Assessment of Children's Progress School Improvement</p>

There are two gifts we should give our children; one is roots and the other is wings...[Hodding Carter](#)

H	<p>RERC</p> <p>Continue to promote Catholicity through building positive relationships within the local community</p> <p>Communicate Catholic social teaching across the school community</p> <p>Promote social justice and opportunity for all pupils, parents/carers and staff</p>	<p>Further develop as a community of faith and learning:</p> <ul style="list-style-type: none"> Continue to embed the use of Developing in Faith as a Self-Evaluation tool Pupils are able to take leadership roles when participating in 'faith in action' programmes e.g. Mini Vinnie's Extend participation at morning Mass to include P6 to promote engagement with Cluster 	<p>DHT- Angela O'Connor Pupils Staff Parents Cluster colleagues Residents</p>	<p>August 19- June 20</p>	<p>Cluster Work</p>	<p>Audit materials/evidence Pupil participation Cluster CLPL Calendar Parent participation Forward Plan monitoring Displays</p> <p>The Catholic School Developing in Faith</p> <p>Serving the Common Good Evaluation</p> <p>Serving the Common Good Evaluation</p> <p>Ideas for learning in school and the diocese</p>	<p>Parental Engagement</p>
I	<p>Partnerships</p> <p>Engagement of parents in their children's learning and target support where it is needed</p> <p>Equality and celebration of diversity across the school community</p>	<ul style="list-style-type: none"> Parent Support Kits in Literacy and Numeracy to develop further to empower parents Reading Café-expand provision to themed visitors to respond to support needs of parents. Parental invites to specified number of Muddy Movers/outdoor sessions Evaluate communication policy Apply for gold level family centered approaches 	<p>HT PT PEF team plan</p> <p>All staff Parent Council</p>		<p>ERC Parental Engagement Strategy</p> <p>Family Centred Accreditation</p> <p>Microsoft Forms</p> <p>Newsletters</p> <p>Family learning Framework (2018) Parent Council PSA</p>	<p>Parental Survey HGIOS Pg45</p> <p>Family centred approaches validation assessment HGIOS Pg45</p>	<p>Parental Engagement</p>

Successes and Achievements		
How good are we at improving outcomes for all our learners?		
Quality Indicators	Themes	NIF Priorities
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> ➤ Wellbeing ➤ Inclusion and equality 	<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy; ➤ Closing the attainment gap between the most and least disadvantaged children; ➤ Improvement in children's and young people's health and wellbeing; and ➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ➤ Attainment over time ➤ Overall quality of learners' achievement 	
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> ➤ Creativity skills ➤ Increasing employability skills 	
		Budget - £46,800 (PEF)

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	NIF
A	<p>Robust tracking in core curriculum demonstrates very good progress</p> <p>Pupils participate in decision making about their learning pathways</p> <p>Inclusion is successful for all</p>	<ul style="list-style-type: none"> • Further Utilise Benchmarks to inform teacher judgement • Continue to monitor impact of Reading buddies • Introduce Numeracy buddies 	SMT	Sep, Jan, May 2019-20	Maths Champion Glow Group Numeracy & Maths Hub	HGIOS Pg 37	Assessment of children's Progress

There are two gifts we should give our children; one is roots and the other is wings...[Hodding Carter](#)

B	<p>Ambitious attainment and achievement for all learners</p> <p>Employability skills are developed in a progressive way for all learners</p> <p>Creativity is practically applied as a higher-order thinking skill</p>	<ul style="list-style-type: none"> • Ensure all pupils P5 – 7 registered and using My World of Work website and utilise St Ninian's My World of Work Ambassadors to support • Continue to build on links with local businesses to develop awareness of employability skills amongst pupils and extend list of partners who can support DYW across stages 	<p>Cluster SMT All staff Partners</p>	<p>August 2019- June 2020</p>	<p>ERC DYW Implementation Plan</p> <p>ERC Parental Engagement Strategy</p> <p>CfE Posters</p> <p>HGIOS 4</p> <p>2020 Learning and Teaching in ER Schools</p>	<p>DYW school audit</p>	<p>School Leadership</p>
C	<p>Ambitious attainment and achievement for all learners</p>	<ul style="list-style-type: none"> • Engineering leader award • Rights Respecting School gold award • Pope Francis Faith Award • Family Friendly Gold • ECO green flag award • RHS level 5 award • Scottish Education Award 	<p>Primary 5</p>	<p>August 2019- June 2020</p>	<p>All staff, pupils and parents</p>		

There are two gifts we should give our children; one is roots and the other is wings...[Hodding Carter](#)