

<p>National Improvement Framework Priority: Priority:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>National Improvement Framework Drivers:</p> <p>Teacher Professionalism</p> <ul style="list-style-type: none"> • Improve skills, and increase the confidence of teachers in using digital tools to enhance learning, teaching and parental engagement. <p>Parental Engagement</p> <ul style="list-style-type: none"> • Ensure that every parent and family is supported to be involved and engaged in their child's education throughout their learning journey. <p>School Improvement</p> <ul style="list-style-type: none"> • Support schools and settings to harness the potential of digital technologies to enhance learning, teaching and assessment.
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Focused Priority:
Increase pupil and staff engagement in digital technologies to support the development of digital skills for learning, life and work.

HGIOS4 Quality Indicators

- 1.3 – Leadership of change
- 2.2 – The Curriculum
- 2.3 – Learning, teaching and assessment
- 2.6 - Transitions
- 3.3 – Increasing creativity and employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence)</i>	Timescales
By September 2021, staff are planning progressive digital learning using the PICT programme.	<p>Embed use of PICT planning tool</p> <ul style="list-style-type: none"> - Implement progressive planning using an aged and staged approach to the development of skills - Have in place for August 2021 - Staff accessing additional planning support via interactive planning sheets on Glow 	<ul style="list-style-type: none"> • Teaching staff • Lesley O'Brien 	<ul style="list-style-type: none"> • Planning in place in planning folders and being used • Staff audit of impact 	<ul style="list-style-type: none"> • August 2021 • May 2022
By October 2021, pupils are able to share their learning digitally with home.	<p>Introduction of Seesaw for Schools</p> <ul style="list-style-type: none"> - Extend app license to include all pupils - Gain parental consent and set up classes - Provide CPD and support for staff. - Share pupil profiles by Term 2 - Seek parental feedback on app via Parent Council initially and then audit in January <p>Continue to build P4-7 skills in using Glow and Teams</p> <ul style="list-style-type: none"> - Set up a Class Teams. Ensure all P4-7 pupils can navigate Teams, participate in online meetings and respond to set tasks. 	<ul style="list-style-type: none"> • Lesley O'Brien • Lesley O'Brien • George Neilson 	<ul style="list-style-type: none"> • Percentage of families engaging with the app <ul style="list-style-type: none"> ○ Accessing information ○ Engaging with posts • Parental Audit • Pupil Focus Groups – P7s 	<ul style="list-style-type: none"> • Ongoing monitoring • Jan 22 • May 22

	- Audit BBHS use of Teams/Glow and develop identified skills to support transition.	<ul style="list-style-type: none"> • Lesley O'Brien and George Neilson 		
By May 22, pupils have the digital tools necessary to develop skills both in ICT and across the curriculum.	Extension of digital resources to support skills development <ul style="list-style-type: none"> - Complete an ICT audit using the curriculum drivers - Identify and plan for purchase of resources to enable all pupils to develop necessary skills across the ICT curriculum - Introduce new resources and support with CPD where necessary 	<ul style="list-style-type: none"> • Anna Latto and Susan Beveridge • Lesley O'Brien 	<ul style="list-style-type: none"> • Audit identifies any gaps in resource provision • Plan for resourcing identifies funding streams and timescales for resource acquisition • Key resources in place within realistic timescales 	<ul style="list-style-type: none"> • Sept/Oct 2021 • Nov 21
By May 22, children with ASN are able to access digital technology to support their learning.	Supporting learners <ul style="list-style-type: none"> - <i>Purchase iPads to support the use of assisted technology for learning and sharing of learning with home (Clicker, Seesaw, Book Creator, Glow)</i> - Embed use of Clicker to support development of writing - Complete ICT referrals for children identified through ASN reviews – embed identified support technologies 	<ul style="list-style-type: none"> • Roz Jenkins • Anna Latto and George Neilson • Roz Jenkins 	<ul style="list-style-type: none"> • iPads available for use by May 22 • Pupil Focus Groups – ICT as support for learning 	<ul style="list-style-type: none"> • iPads ordered Aug 21 • May 22
By May 22, staff and pupils report increased engagement and confidence in using digital technologies.	Increase engagement and confidence <ul style="list-style-type: none"> - Audit pupil and staff perceptions – pre and post - Share CPD opportunities for staff – responding to any feedback given during audit - Support staff to visit Digital leaders in local schools if safety mitigations allow 	<ul style="list-style-type: none"> • Lesley O'Brien • Teaching Staff 	<ul style="list-style-type: none"> • Staff audit • CPD reviews 	<ul style="list-style-type: none"> • Oct 21 and May 22 • Sept 21 • When allowed
Ongoing Evaluation				

<p>National Improvement Framework Priority: Priority:</p> <ul style="list-style-type: none"> Improvements in attainment, particularly literacy and numeracy. 	<p>National Improvement Framework Drivers: Assessment of children’s progress</p> <ul style="list-style-type: none"> Assessment should take into account the need to establish children’s next steps in learning across the curriculum, with a particular focus on literacy and numeracy. <p>Performance information</p> <ul style="list-style-type: none"> It is everyone’s responsibility to gather and use performance information to intervene to secure improvement for all children and young people
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Focused Priority:
Children experience a broad and coherent BGE with a focus during the recovery phase on literacy, numeracy and health & wellbeing across learning. Effective tracking and monitoring supports pupil progress.

HGIOS4 Quality Indicators

- 1.3 – Leadership of change
- 2.2 – The Curriculum
- 2.3 – Learning, teaching and assessment
- 3.2 – Raising attainment and achievement
- 3.3 – Increasing creativity and employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence)</i>	Timescales
By the end of September, WfL and Conceptual Numeracy planning and assessment approaches are in place.	<p>Embed WfL and Conceptual Numeracy planning and assessment</p> <ul style="list-style-type: none"> - reintroduce WfL and Conceptual Numeracy planning and use of pyramids to support L&T. Consistent use across two classes. - introduce digital records for understanding to track assessment of progress - pyramids used to support learning conversations with the children - moderation of judgements between teaching staff 	<ul style="list-style-type: none"> Teaching Staff Lesley O'Brien 	<ul style="list-style-type: none"> Planning folder and digital RfU in use Staff audit on impact 	<ul style="list-style-type: none"> September 21 – in place May 22
By January 22, a coherent approach to H&W and BGE is in place for all pupils and is embedded in our local context.	<p>Pilot BGE and H&W planning</p> <ul style="list-style-type: none"> - agree amendments to current planning approaches - identify and agree year most suited for 21~22 - review planning and identify next steps for amendments to personalise for Pitlessie and maximise opportunities to embed learning and teaching in our local context 	<ul style="list-style-type: none"> Teaching Staff Anna Latto and Susan Beveridge 	<ul style="list-style-type: none"> Planning folder – consistent approaches observed Planners amended and have local opportunities to embed learning identified and signposted Staff audit on impact 	<ul style="list-style-type: none"> September 21 – in place By Jan 22 – planners amended May 22
By May 22, staff have increased confidence in	<p>Review standardised data</p> <ul style="list-style-type: none"> - Staff meeting focussed on revisiting SNSA and Base data. 			

accuracy of attainment data for pupils.	<ul style="list-style-type: none"> - Historical data shared and held in planning folders - review BASE and SNSA data for individuals as part of tracking meetings 	<ul style="list-style-type: none"> • Teaching Staff • Lesley O'Brien • LO and staff 	<ul style="list-style-type: none"> • Staff audit • Attainment data • Attainment over time • Assessment evidence • P7 BBHS maths assessment 	<ul style="list-style-type: none"> • Sept and May • Sept 21 • August 21 • Termly
EE tracker is used to identify next steps for individual pupils in attainment and achievement by May 22.	<p>Create Excellence and Equity tracker</p> <ul style="list-style-type: none"> - Gather attainment and achievement evidence for individuals – create an overarching tracker - Use tracker in tracking meetings to discuss individuals and any action required as a result 	<ul style="list-style-type: none"> • Lesley O'Brien 	<ul style="list-style-type: none"> • Next steps identified and actioned as per tracking meeting • Impact noted in EE tracker 	<ul style="list-style-type: none"> • In place by Jan 22 • Used termly at tracking meetings
Ongoing Evaluation				

Appendix C

Session 2021 -2022 Improvement Plan – PEF Plan

Attainment Fund Rationale		Amount of Fund – £8403.75	
We only have one child at Pitlessie who receives free school meals but have looked after or care experienced children who will benefit from additional planning to support their progression and close the related attainment gap.			
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence)</i>	Impact on learners Ongoing evaluation
Through implementing supports at a universal and additional level including a focus on the use of assisted technology, decrease the attainment gap for children with additional support needs.			
Technology is used effectively to support learners with ASN when identified within Universal Support Profiles or Child's plans.	<ul style="list-style-type: none"> • Purchase 4 Ipad for identified PEF pupils with significant and complex ASN. • CPD – Apps and how they can be used to support learning. Purchase Apps as required. 	<ul style="list-style-type: none"> • Observations of use of IPads. • ASN audit of supports in place for identified pupils. 	<ul style="list-style-type: none"> • Increased confidence in use of technology • Use of ICT in assessment of a level.
Increase awareness of pupils and staff about 5 ways to Wellbeing and increase proportion of our school community reporting positive mental wellbeing. This priority will have a focus on pupil and staff wellbeing and providing support for families to foster positive mental health and wellbeing at home.			
Pupil participation in extra-curricular sport and physical activity is increased.	<ul style="list-style-type: none"> • Increase opportunities to engage in clubs in school within Covid guidelines. • Identify inactive PEF children and target participation. • Provide free club opportunities for all children at least once. • Provide guidance on local club pathways. 	<ul style="list-style-type: none"> • Attendance sheets • Excellence and Equity tracker • Pupil questionnaire in Sept and April 	<ul style="list-style-type: none"> • Increased participation in Sport and Physical activity. • Reduction in levels of inactivity.
Other Interventions not held within SIP			
Additional teacher support – reduce class sizes for PEF children	<ul style="list-style-type: none"> • Additional 0.03 FTE Aug - June 	<ul style="list-style-type: none"> • Adult to child ratios 	<ul style="list-style-type: none"> • Increased support within class • Enables us to have an upper and a lower class, reducing class sizes and the breadth of attainment within the class

