

## Inverkip Primary School and Nursery Class: School Improvement Plan 2021 - 2022

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Signatures:

Head of Establishment	Mrs Una Nicolson	Date	June 2021
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Quality Improvement Officer	Mrs Alison McLellan	Date	June 2021
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# Our Vision, Values and Aims

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## Our Vision:

At Inverkip Primary School and Nursery Class we are developing our full potential and inspiring others to succeed within a climate of teamwork, respect and trust, where all our children aspire to become successful learners, confident individuals, responsible citizens and effective contributors. **# Learning to Learn # Learning to Love # Learning to Lead**

In Inverkip Primary & Nursery Class, we strive to provide the highest quality learning and teaching experiences to ensure that all children care about the world they live in and learn and develop the full range of skills to be citizens of the 21st century. Our ethos is a climate of teamwork, respect and trust, where all our children aspire to become successful learners, confident individuals, responsible citizens and effective contributors.

In line with the Inverclyde Education Service Plan, Inverkip Primary School & Nursery Class aims to offer education of the highest quality providing a stable, happy and enriching environment where children can most easily attain their full potential. The school community has identified the following values, which reflect the important principles on which we base all of our decisions.

## Our Values:

Our CHEER Values are:				
C	H	E	E	R
Commitment	Honesty	Endeavour	Equality	Respect

## We believe that:

- Every pupil matters and every moment counts
- The highest levels of achievement should be open to all as we learn today for a better tomorrow
- all learners have the right to high quality teaching where pupils Learn to Learn, Learn to Love and Learn to Lead

## Our Aims are to:

- To develop a restorative perspective as we navigate and develop a consistent approach that stimulates thinking and decisions as we collectively move forward learning to learn for a better tomorrow whilst embracing digital technology.
- To ensure that planning is values based and needs led where Recognition, Empathy, Safety, Trauma, Opportunity, Relationships and Engagement are at the heart of strategic approaches. (RESTORE) and highlight the importance of relationships for emotional wellbeing, resolving conflict, preventing harm and building resilient communities.
- To provide a nurturing, happy environment where all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To develop positive relationships built on the 6 principles of nurture and respect for the rights of others.
- To provide high quality teaching & learning experiences, cultivating a love of learning and a sense of achievement in all our pupils by work together with parents and partners to build capacity for all pupils to achieve and attain.
- To ensure that there is equity of provision and resources across the school community so that learners are not disadvantaged against their peers, by providing opportunity and exploration alongside expectations.
- To provide a broad, balanced and transparent curriculum which is challenging, has breadth, depth, relevance coherence and is fun and enjoyable where each pupil has the opportunity to thrive emotionally, socially and physically.
- To address any gaps through explicit teaching of metacognitive strategies in conjunction with specific subject content, consulting and co-constructing of learning experiences. Empowering learners to review and reflect when developing an understanding of their individual learning styles.
- To encourage effective learners to achieve their fullest potential within and outwith school who can self-regulate, display resilience, enterprising attitudes, independence, skills for learning, skills for life and skills for work to positively impacting on the community in which they live.
- To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community. Pupils should consistently feel that their voice, opinions and ideas are listened to and acted upon.

Inverkip Primary School & Nursery Class is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life. We have a supportive and active staff, community and partnerships who are open, committed and willing to do whatever it takes to ensure that each learner is stretched and experiences fulfilment in learning.

### 3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session	2021-2022
Session	2022-2023
Session	2023-2024

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## Overview of rolling three year plan:

National Priorities	Session 2021-2022	Session 2022-2023	Session 2023-2024
<b>Improvements in attainment, particularly in literacy and numeracy</b>	<ul style="list-style-type: none"> <li>• Parental Engagement – use of digital technology to share pedagogy</li> <li>• AIFL – focus on feedback/next steps – learner conversation/journals</li> <li>• Revisit ‘Learner Dispositions’ and create a shared language – nursery/school</li> <li>• Pedagogical development of Play in Nursery/P1</li> <li>• SEAL/AL embed Nursery, P1-3, intro P4</li> <li>• Number Talks embed P1-7 – introduce nursery</li> <li>• Revisit Dialogic Teaching strategies: Listening/Talking Nursery – P7</li> <li>• Review Spelling/writing progression pathways</li> <li>• Continue to develop reading culture</li> <li>• Review BGE – establish focus group to audit existing pathways/planning processes bespoke to school context</li> <li>• Review reporting format</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop Parental engagement strategies</li> <li>• Review the school &amp; nursery Curriculum Rationale</li> <li>• Review of Aifl – pupils participation in planning using learner pathways</li> <li>• Pedagogical development of play in P2</li> <li>• Moderate SEAL/AL Nursery, P1-4, intro P5</li> <li>• Continue to embed Dialogic teaching strategies</li> <li>• Review of writing culture – Key focus on grammar progression/skills for writing. Develop use of ‘Foundations of writing’</li> <li>• Review BGE – personalisation &amp; choice/pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate SEAL/AL P1-5, intro P6 &amp; 7</li> <li>• BGE – develop assessment/tracking protocols</li> <li>• Review of Reading – reciprocal reading culture</li> </ul>
<b>Closing the attainment gap between the most and least disadvantaged children</b>	<ul style="list-style-type: none"> <li>• Align procedures/policies for targeted support</li> <li>• Develop intervention strategies for individual children</li> <li>• Utilise support staff to focus on targeted intervention/attainment</li> <li>• Refine use/interrogation of data to impact next steps</li> <li>• Accelerated reading programme Year 3</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to accurately identify intervention strategies for individual children</li> <li>• Review use of Digital Literacy to support targeted intervention</li> <li>• Dyslexia Friendly school audit/action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to accurately identify intervention strategies for individual children</li> </ul>

<b>Improvement in children and young people's health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Audit whole school nurturing approaches/class environment</li> <li>• Develop HWB zone within the school</li> <li>• Introduce Nurture Peer observations</li> <li>• Develop Outdoor learning provision – loose parts play</li> <li>• Revisit restorative conversations/approaches</li> <li>• Develop HWB assessment protocols: Boxall/Glasgow planning tool</li> <li>• Cluster – ASD friendly school action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school nurturing approaches</li> <li>• Develop Mental Health strategy action plan</li> <li>• Review of GIRFEC teaching strategies</li> <li>• Introduce tracking processes aligned to restorative conversations</li> <li>• Pupil peer support buddies</li> <li>• ASD action plan continued</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school nurturing approaches</li> </ul>
<b>Improvement in employability skills and sustained positive school leaver destinations for all young people</b>	<ul style="list-style-type: none"> <li>• Digital schools Awards – begin audit process/action plan</li> <li>• Develop programme of IT training needs for staff/parents</li> <li>• Digital/cyber security focus (CHRIS)</li> <li>• Revisit skills agenda – focus on metacognition/learning to learn/independence skills</li> <li>• Revisit pupil leadership groups – increase pupil participation/voice</li> </ul>	<ul style="list-style-type: none"> <li>• Digital School action plan ongoing</li> <li>• Create School Digital literacy policy</li> <li>• Detailed audit and evaluation of skills development within IT pathways</li> <li>• Refresh of problem solving pathways/computational thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Continued development of all aspects of digital learning</li> <li>• Revisit STEM priorities and link more effectively to digital learning</li> </ul>

## Pupil Equity Fund –Session 2021-2022

### NIF Priority

Closing the attainment gap between the most and least disadvantaged children

#### **School Context:**

Inverkip Primary & Nursery class has a current roll of 277 children (246 school aged + 31 nursery) and is located in a village location. Across the school, almost all pupils have achieved the expected CFE Levels in 2020-2021:

	Numeracy: P1,4,7	L & T: P1,4,7	Reading: P1,4,7	Writing: P1,4,7
2018/19	88.2%	91.2%	91.2%	83.3%
2021/2022	92.8%	95.9%	93.8%	74.2%
% change	+ 4.5%	+ 4.7%	+2.6%	-9.1%

We have 2.4% of pupils identified as SIMD 1 or 2. This equates to a total of 7 pupils (2 out of the 7 pupils are behind expectation in aspects of numeracy & literacy). We have 8.5% of pupils identified as FSM. There are currently 21 pupils entitled to a free school meal (FME 8.5%) and no LAAC pupils. A very small number of children in the identified FME/SIMD 1& 2 category (0.2%) have been identified as behind expectation in learning.

- The school profile shows that approximately half of the school's 246 pupil population (52.4%) resides in SIMD 9.
- Data indicates that 96.7% of pupils reside in SIMD 6 - 9 school with only 2.4% residing in SIMD 1. There are no identified pupils in the SIMD category 2-5.

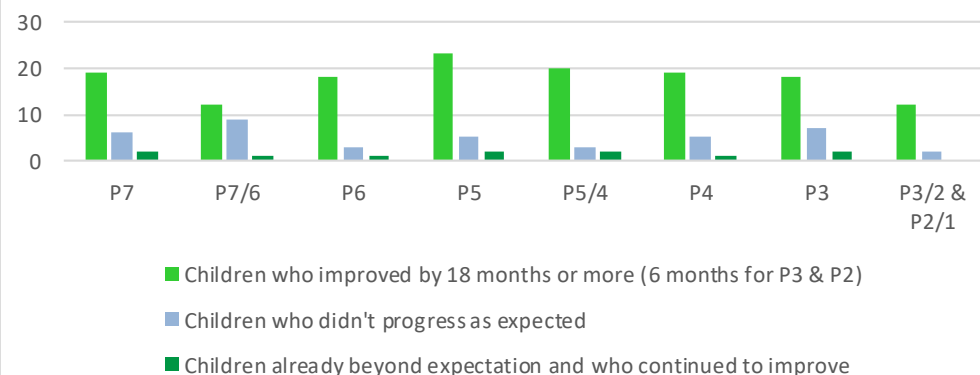
#### **Gender Balance:**

- The school has an overall relatively even split between boys (52.8%) and girls (47.2%). However, an uneven balance can be identified at particular stages.

#### **Attendance, Absence & Inclusion**

- The attendance rate is higher than the national and local family group average.
  - A noted 8% decrease of attendance within SIMD 1 and 2 and a slight decline in the overall attendance compared to the 5 year rolling figure. However, school average still remains high.
  - There were no exclusions noted which is a decrease from the previous 4 years.
  - Attendance pattern for P3, P5 & P7 indicated a dip in attendance below our 95% average. In P7 this dip can be noted two consecutive years.
- We continue to support all of our pupils to raise attainment through the development of Visible Learning pedagogy plus the addition of one extra ASN Auxiliary to support small, targeted ASN groups and individuals in class and in the playground (PEF funded). The use of an Accelerated Reading Scheme will continue and a positive impact on attainment in Reading and Writing noted (see diagram below). Additional targeted supports using the Recovery teacher (0.7) to target pupils behind expectation. The school will continue to develop a strong focus on HWB as part of our recovery priorities.

### Accelerated Reading 2020 - 2021: Overview Results



These interventions are intended to foster systematic and sustainable improvements to the overall learning and teaching in Inverkip Primary School & Nursery Class. This will not only target our FME group but will enhance the learning experience for all learners.

Intervention (Outcomes)	Timescale	Details of spend (Intervention)	How will you evidence improvement? (measures)
<b>PEF funding for 2021-2022:</b> PEF award : £11,027 + 15% £ 1,654 = 12,681 Our carry forward amount will be confirmed in August and will be added to the amount above.			
<ul style="list-style-type: none"> <li>Increase reading attainment with at least 6 months reading age improvement noted for identified pupils. This will be achieved through the use of:               <ul style="list-style-type: none"> <li>➤ Accelerated Reading Programme (targeted pupils + overall use for P3-7)</li> <li>➤ Resourcing of books to support accelerated reading programme</li> </ul> </li> </ul>	August 2021 – June 2022	<b>£4500 + (£900 VAT)</b> <b>= £5400</b> <b>(3 years from Aug 2021)</b>	<ul style="list-style-type: none"> <li>Attainment Data in Reading &amp; Writing -Standardised assessments e.g. SWST/ SNSA demonstrate increased attainment pre and post intervention</li> <li>Accelerated progress evidenced through tracking using progression pathways/TPJ's</li> <li>Accelerated reading baseline assessments</li> <li>Learner feedback on progress with reading will illustrate improved confidence e.g. focus group &amp; learner conversations</li> </ul>



Intervention (Outcomes)	Timescale	Details of spend (Intervention)	How will you evidence improvement? (measures)
<b>PEF funding for 2021-2022:</b> PEF award : £11,027 + 15% £ 1,654 = 12,681 Our carry forward amount will be confirmed in August and will be added to the amount above.			
<ul style="list-style-type: none"> <li>Decrease the number of targeted pupils who are behind expectation in their learning by at least 1% through:               <ul style="list-style-type: none"> <li>➤ Additional ASN Auxiliary to provide targeted support across the school to pupils who are at risk of not attaining the expected levels in Literacy and Numeracy.</li> </ul> </li> </ul>	August 2021 – June 2022	<b>£6000 (approx.)</b> (ASN 5 hours 46 weeks)	<ul style="list-style-type: none"> <li>Attainment Data rigorously tracked and monitored for identified pupils</li> <li>SEAL/AL/summative and formative assessments results</li> <li>Scottish Criterion Scale trackers for assessed pieces of writing demonstrate accelerated progress</li> </ul>
<ul style="list-style-type: none"> <li>Increase pupil engagement in learning through a targeted approach to HWB and the ability to self-regulate through a play based approach               <ul style="list-style-type: none"> <li>➤ Development of HWB space within the school</li> </ul> </li> </ul>	August 2021 – June 2022	<b>Costs to be confirmed</b>	<ul style="list-style-type: none"> <li>Pupil focus groups/Learner conversations</li> <li>HWB tracking assessments – Boxall/Glasgow wellbeing assessment questions</li> <li>Nurture self-evaluation toolkit</li> <li>Observation of children within their HWB group and within their own class will show they are able to put the strategies they have learned into practice in almost all occasions.</li> <li>Perception of engagement in learning for targeted learners – using the Leuven Scale and moving from 1 or 2 to 3 or 4 in scale</li> </ul>
<ul style="list-style-type: none"> <li>To increase engagement in learning for targeted pupils using digital technology to increase family engagement and learning at home.               <ul style="list-style-type: none"> <li>➤ SumDog – Literacy/Numeracy subscription</li> </ul> </li> </ul>	August 2021 – June 2022	<b>£500</b>	<ul style="list-style-type: none"> <li>GLOW usage monitored/tracked</li> <li>Tracking/data meetings</li> <li>More children report learning at home with parents – pre, during and post measure</li> </ul>
		<b>TOTAL = £11900</b>	

**Priority 1 Improvements in attainment, particularly in literacy and numeracy****NIF Driver**

Assessment of children's progress  
Teacher professionalism  
Performance information

**HGIOS?4**

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.4 Personalised support  
2.6 Transitions

**Other Drivers****HGIOELC?**

1.2 Leadership of learning  
1.4 Leadership and management of practitioners  
2.3 Learning, Teaching and Assessment

**RRS**

Article 28: (Right to education):

**Expected outcomes for learners which are measurable or observable**

- The school will be rigorous in identifying any gaps in learning (behind expectations) and put in place targeted interventions to ensure appropriate progress.
- The school will continue to track all available data by ensuring a robust tracking system is well used and this data will be interrogated and assessment information used to identify development needs for individual learners ensuring continuous progress for children.
- The school will continue to track all available data by ensuring a robust tracking system is well used and this data will be interrogated and assessment information used to identify development needs for individual learners which build upon prior levels of attainment ensuring continuous progress and pace for children.
- A robust quality calendar will reflect that high quality literacy and numeracy learning and teaching strategies are being implemented effectively to support children's attainment
- Continued improvements in attainment in Reading, Writing, Listening & Talking and Numeracy across the school evidenced by data from SNSA, standardised and class based assessments.
- Parents/carers engagement in reviewing their child's progress across learning will be more effective through efficient sharing of learning targets.
- Increased confidence of staff using data in Literacy & Numeracy to inform planning for pupils
- Staff will show increased confidence through school, cluster and authority based moderation (when appropriate) in using national benchmarks to confirm and challenge professional judgements and to ensure appropriate pace and challenge for all children.
- Staff CLPL will continue to develop pedagogy used across the school in order to ensure children's learning needs are met.
- Learning visits and professional dialogue will show that high quality literacy and numeracy learning and teaching strategies through SEAL, Active Literacy and Dialogic teaching are being implemented effectively to support children's attainment.
- Parents/carers engagement in reviewing their child's progress across learning will be more effective through increasing their knowledge in learning and teaching strategies and effective reporting.
- Staff will show an increased confidence in the use of and planning of play pedagogy Nursery - Primary 1.
- Nursery practice will reflect early level literacy and numeracy development and through moderation with early level colleagues, staff knowledge and understanding of the benchmarks will reflect in children's progress through early level.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<b>1.1 Embed and moderate Inverclyde’s - ‘learning, teaching &amp; Assessment’ policy</b> <ul style="list-style-type: none"> <li>➤ Revisit ‘Learner Dispositions’ and create a shared language across nursery &amp; school</li> <li>➤ Collegiate activities using Education Scotland moderation hub</li> <li>➤ Collaboration and sharing of practice through SLT/CT peervisits</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• All staff</li> <li>• Cluster staff</li> <li>• Visible Learning Impact Coaches: Mrs Provan/Mrs Reynolds</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation hub materials</li> <li>• Inverclyde ‘Learning, Teaching and Assessment’ policy</li> <li>• Education Scotland</li> </ul>
<b>1.2 Parental Engagement – use of digital technology to share pedagogy across school and nursery:</b> <ul style="list-style-type: none"> <li>➤ Develop and maintain school website/blog and YouTube channel to share recorded content on key learning/strategies linked to numeracy and literacy pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Nicolson</li> <li>• Mr McGregor</li> <li>• All staff – nursery/school</li> </ul>	<ul style="list-style-type: none"> <li>• Staff own recorded content</li> <li>• ClickView/West Partnership materials</li> <li>• National Oak Academy</li> <li>• E-sgoil</li> <li>• BBC bitesize</li> </ul>
<b>1.3 Moderate and audit planning processes based around the cycle of self-evaluation:</b> <ul style="list-style-type: none"> <li>➤ Moderation of planning: Short Mid &amp; Long term for numeracy/Literacy/HWB</li> <li>➤ Audit &amp; develop use of IT to support learning: Introduce Sumdog to support: maths/spelling/grammar</li> <li>➤ Professional development &amp; dialogue re: Progression, Pace and challenge</li> <li>➤ Audit/Moderate the use of assessment to inform and plan next steps in learning (link to high quality assessments) – QAMSO materials</li> <li>➤ Audit, review and adapt nursery planning procedures to ensure personalised learning opportunities based around planning cycle from ‘Realising the Ambition’ document.</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson and Mrs Bradley</li> <li>• All staff – nursery/school</li> </ul>	<ul style="list-style-type: none"> <li>• Inverclyde Literacy/Numeracy pathways</li> <li>• GL assessment tools</li> <li>• Sumdog subscription: maths/spelling/grammar</li> <li>• National improvement Hub</li> <li>• QAMSO numeracy materials</li> <li>• Realising the Ambition</li> <li>• In the moment planning – Anna Ephgrave</li> <li>• HGIOS4 /HGIOELC documents</li> </ul>

<p><b>1.4 Assessment for learning focus: Staff to ensure learning conversations are planned for:</b></p> <ul style="list-style-type: none"> <li>➤ Feedback/next steps: learner conversation and journals introduced P1-7</li> <li>➤ Learning pathways to ensure pupil ownership of next steps in learning - P5-7</li> <li>➤ Learning Journals introduced in the nursery to share next steps in learning with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson and Mrs Bradley</li> <li>• Mrs Provan</li> <li>• All staff – school/nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Journals</li> <li>• Literacy/numeracy pathways</li> <li>• Shirley Clarke research/reading materials</li> </ul>
<p><b>1.5 Evaluation of reporting format to parents from last school session:</b></p> <ul style="list-style-type: none"> <li>➤ Review target setting/feedback/impact – pilot use of weekly learner journals</li> <li>➤ Moderation of targets/report to ensure pace challenge and progression</li> <li>➤ Modify reporting formats/template</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2021 - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson and Mrs Bradley</li> <li>• All staff – school/nursery</li> <li>• Parents/Parent council</li> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Pupil feedback tools</li> <li>• Termly target/report samples</li> <li>• Learning Journal samples</li> </ul>
<p><b>1.6 Develop techniques to extend ‘mastery’ skills in numeracy. Fully implement SEAL numeracy and Active Literacy (AL) at early/first level</b></p> <ul style="list-style-type: none"> <li>➤ Staff to upskill knowledge and pedagogy by visiting other establishments/share practice</li> <li>➤ Embed SEAL at P1-3 and introduce to P4</li> <li>➤ Identified time on collegiate calendar for joint planning of SEAL/numeracy pathways</li> <li>➤ Investigate additional resources to support SEAL e.g. ‘Numicon’ at early level</li> <li>➤ Joint planning opportunities across nursery/P1 re: implementation of SEAL, tracking/monitoring</li> <li>➤ Continue to upskill support staff in SEAL intervention strategies</li> <li>➤ Develop the use of ‘Blue Print’ boards to support mental maths</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Early level Staff – school/nursery</li> <li>• All staff – teaching/support</li> <li>• Attainment challenge CMO</li> <li>• EO Elaine Mcloughlin – numeracy lead</li> </ul>	<ul style="list-style-type: none"> <li>• SEAL training – staff CPD sessions</li> <li>• Stage moderation activities</li> <li>• Numicon</li> <li>• Blueprint boards</li> <li>• Word Aware materials</li> <li>• Collaboration &amp; sharing good practice across schools facilitated</li> </ul>

<ul style="list-style-type: none"> <li>➤ Embed the use of 'Number Talks' in all classes and introduce to nursery</li> <li>➤ Continue to create opportunities for numeracy across the curriculum using IDL context planner/focus weeks/STEM activities</li> <li>➤ Investigate additional resources to support Active literacy e.g. early play activities</li> <li>➤ Develop the use of 'Word Aware' strategies in the nursery/P1 setting</li> <li>➤ Transition: joint planning with nursery/P1 re: implementation of Active Literacy - tracking/monitoring attainment data</li> <li>➤ Develop numeracy opportunities within the play experiences/provision in nursery</li> </ul>			
<p><b>1.7 Audit and Explore the strategic implications of implementing play pedagogy in practice across nursery to P1:</b></p> <ul style="list-style-type: none"> <li>➤ Building Curriculum 2 to audit balance of Learning &amp; teaching/play pedagogy</li> <li>➤ Provision of CLPL opportunities for nursery/early level staff</li> <li>➤ Consider sensitive interactions, flexible experiences and variety of space of the learning environment in the planning cycle</li> <li>➤ Develop joint planning/collegiate activities nursery/P1 staff</li> <li>➤ Develop child initiated learning that develops 'Child Agency'</li> <li>➤ Develop high quality peer interactions through play</li> <li>➤ Develop use of observations to ensure learning is bespoke to individual need based on individual developmental stages of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Aug 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Nicolson</li> <li>• Miss Milliner/Mrs McCready</li> <li>• Nursery DHT/nursery staff</li> <li>• Ed Psychologist (Scott Chalmers)</li> </ul>	<ul style="list-style-type: none"> <li>• Inverclyde Play strategy focus group</li> <li>• Playscotland.org – 'Play Strategy for Scotland'</li> <li>• Education Scotland 'Early level play pedagogy toolkit'</li> <li>• Building the Ambition</li> <li>• Realising the Ambition</li> <li>• 'Play is the way: why and How?' – Lisa McCabe</li> <li>• API – supporting uk play</li> <li>• Lego Foundation</li> <li>• Tina Bruce – 12 features of play</li> <li>• Building the Curriculum 2, Active Learning in early years</li> <li>• Fisher, J. (2016) Interacting or Interfering? Improving Interactions in the Early Years</li> </ul>

<ul style="list-style-type: none"> <li>➤ Use of Leuven scale/staff observations to measure children's 'emotional well-being' and 'involvement'</li> <li>➤ Prioritise time for P1/Nursery staff to spend quality time in each other's learning spaces</li> <li>➤ Continue to share practice at a cluster level and beyond</li> <li>➤ Audit and develop nursery policy documents (one a month)</li> </ul>			<ul style="list-style-type: none"> <li>• Tovey, H. (2013) Bringing the Froebel Approach to your Early Years Practice</li> </ul>
<b>1.8 Continue to develop a positive reading culture:</b> <ul style="list-style-type: none"> <li>➤ Moderate and embed Dialogic teaching/Reciprocal reading strategies to ensure consistency across classes</li> <li>➤ Develop partnership links with Kilmalcolm Primary – Reading Schools Award (bronze)</li> <li>➤ Embed ERIC time across school/nursery</li> <li>➤ Develop the use of TLQ/WordAware in nursery to develop skills and opportunities for talking &amp; listening</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Aug 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Bradley</li> <li>• All Staff – school/nursery</li> <li>• Mrs Simone McCreddie</li> </ul>	<ul style="list-style-type: none"> <li>• Share practice of dialogic/reciprocal teaching – peer observations</li> <li>• Revisit during collegiate meetings</li> <li>• Talking, Listening and Questions (TLQ) approach – Education Scotland practice exemplars</li> <li>• WordAware</li> <li>• Reading Schools Framework (Scottish Book Trust)</li> </ul>
<b>1.9 Identify strategies to maintain consistent attainment and progress in writing:</b> <ul style="list-style-type: none"> <li>➤ Audit and review spelling pathways/interventions from P1-7</li> <li>➤ Review and develop strategies and intervention to ensure classrooms are 'Dyslexia Friendly'</li> <li>➤ Revisit VCOP/strategies to support writing</li> <li>➤ Moderation of writing assessment using cluster criteria guide/Tools for writing toolkit</li> <li>➤ Develop writing opportunities within the play experiences/provision in nursery</li> <li>➤ Develop partnerships with Inverclyde Academy cluster transitions teacher to ensure a smooth transition and consistency of attainment progression from primary to secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson &amp; Mrs Bradley</li> <li>• Mrs Chalmers</li> <li>• All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Big Writing Material – Ros Wilson</li> <li>• North Lanark writing</li> <li>• Juliet Robertson- messy maths</li> <li>• Addressing dyslexia toolkit</li> </ul>

<p><b>1.10 Review BGE – establish focus group (nursery/primary) to audit existing IDL pathways/planning processes bespoke to school context</b></p> <ul style="list-style-type: none"> <li>➤ Staff to audit and embed pupil voice when identifying contexts for learning</li> <li>➤ IDL planning relevant to school village context with a renewed focus on our location/community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Jan 2022- June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson &amp; Mrs Bradley</li> <li>• All Teaching staff/nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary Learning: ambitious learning for an increasingly complex world – Education Scotland</li> <li>• Notosh.com</li> <li>• <a href="https://www.sserc.org.uk/subject-areas/interdisciplinary-learning/">https://www.sserc.org.uk/subject-areas/interdisciplinary-learning/</a></li> </ul>
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## Evidence of Impact

- Attainment data indicates pupils in SIMD 1 & 2 will make expected or better progress in Literacy and Numeracy
- Detailed analysis of all available assessment data including SNSA, Minimum of a year's progress for a year's teaching
- Percentage of children achieving CfE levels at P1, P4 and P7 will increase.
- Most children across school will make expected or better progress in Literacy and Numeracy with an Increase writing attainment with identified cohorts of pupils
- Minutes of school and cluster activities showing record of moderation
- Minutes of staff meetings showing strategic focus on pupil attainment and progress
- Record of data meeting identifying both progress through and attainment of a level
- Self-evaluation evidence from the yearly Quality Calendar
- Visible learning processes indicating an increased use of feedback to inform learning and next steps
- High quality assessments/data used to inform planning
- Increased alignment of BGE teacher professional judgements against standardised assessments and benchmarking
- Feedback at GIRFEC/Termly Reflection Meetings indicates all children are making at least a year's progress in their learning
- Observations show all children are actively engaged in their learning
- Examples of pupils' learning/Pupil focus group discussions about learning
- Learning and Teaching observations indicate very good practice across the school
- Parent/carers feel equipped to support their children's learning with increased engagement in school website to access recorded content
- Termly SLT meeting focussing on pupil attainment and progress
- Progress evident through SEAL and Active Literacy ongoing assessments P1-P3

## Priority 2 Closing the attainment gap between the most and least disadvantaged children

### NIF Driver

Assessment of children's progress  
Performance information  
School Improvement

### HGIOS?4

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
3.1 Ensuring wellbeing, equality and inclusion  
1.5 Management of resources to promote equity

### Other Drivers

#### HGIOELC?

3.2 Securing Children's progress  
1.1 Self-evaluation for self-improvement

#### RRS

Article 2 (Non-discrimination):

### Expected outcomes for learners which are measurable or observable

- Digital poverty in the community will be continually reviewed and support given when available and appropriate.
- Development of a Health & Wellbeing room will provide social and emotional support for targeted children with an emphasis on self -regulation and communication to address identified barriers. All pupils across the school feel supported in their learning and their emotional wellbeing.
- Improvements in attainment for targeted pupils (SIMD 1 +2 and FME) evidenced by data.
- Increased identification and implementation of targeted interventions will meet the needs of focused cohorts of children and their families.
- Further promotion and engagement in family learning and family participation will minimise the impact of poverty on learning and achievement to improve life chances and increase aspirations for children as individuals and as a family.
- Visible Learning approaches will be used consistently by all teaching staff and will have a positive impact on learning and teaching with more pupils will be able to talk confidently about their learning, strengths and development needs.
- The school environment and ethos is calm and conducive to a culture which reinforces the importance of learning and respecting others' right to learn (UNCRC adhered to)
- Improved processes to monitor attendance will result in increased overall attendance leading to improved attainment.
- Children identified as at risk of missing out are not experiencing barriers to participation in activities or experiences



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p><b>2.1 Rigorous management of data to inform improvement through self-evaluation and tracking process to focus on various cohorts of pupils for pace and challenge across the school/nursery:</b></p> <ul style="list-style-type: none"> <li>➤ Regular data meetings to ensure attainment/SIMD/attendance data is shared with staff</li> <li>➤ Data used to track and monitor targeted interventions</li> <li>➤ Further develop the use of SEEMIS BGE tracking and reporting application to monitor progress</li> <li>➤ Embed use of pastoral notes to record events</li> <li>➤ Refine Chronologies used to track interventions of support/child protection</li> <li>➤ Review/moderate single agency wellbeing assessments/action plans to ensure SMART targets and child's voice is embedded in the process</li> <li>➤ Develop a robust 'Quality Calendar' of self-evaluation for both school &amp; nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 21 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT - Mrs Nicolson &amp; Mrs Bradley</li> <li>• SFL teacher</li> <li>• Recover support teacher (0.8)</li> <li>• All staff – school/nursery</li> </ul>	<ul style="list-style-type: none"> <li>• HGIOS 4/ challenge questions</li> <li>• SNSA</li> <li>• Attainment Dashboard (AC)</li> <li>• Attendance management</li> <li>• Standardised assessments – GL assessments/diagnosticquestions.com/ White Rose maths</li> <li>• Teacher evidence</li> </ul>
<p><b>2.2 Develop a programme of Early Intervention strategies to target and support pupils behind expectation of achievement of a level:</b></p> <ul style="list-style-type: none"> <li>❖ Accelerated reading programme (year 3)</li> <li>❖ Flipped learning</li> <li>❖ Immersive reader/word processing tools</li> <li>❖ Literacy toolbox</li> <li>❖ SEAL/AL support</li> <li>❖ SumDog – literacy/numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021- June 2022 ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Bradley</li> <li>• SFL teacher</li> <li>• Recovery teacher</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement of a level SEEMIS tracking tool</li> <li>• SEAL resources/assessments</li> <li>• Active literacy/assessments</li> <li>• Staging posts</li> <li>• Literacy Toolbox</li> <li>• Accelerated reading programme</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			<ul style="list-style-type: none"> <li>Attainment challenge staff development to increase knowledge, understanding and pedagogy</li> </ul>
<b>2.3 Develop capacity/skills and confidence of support staff to maximise targeted support for literacy/numeracy</b> <ul style="list-style-type: none"> <li>➤ PEF used to employ additional hours (10 hours) of support staff for targeted interventions</li> <li>➤ Provision of training for support staff in SEAL/Blueprint boards/AL strategies/Literacy toolkit/Accelerated reading</li> <li>➤ Develop staff skills and knowledge of using Digital technology to support learning – ClickView/Immersive reader/talk-dictate/Microsoft Teams</li> </ul>	<ul style="list-style-type: none"> <li>Aug 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Bradley</li> <li>Mr McGregor</li> <li>PEF learning assistant – Sara Goyal (10 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Attainment challenge courses/support</li> <li>DigiLearn Scotland</li> <li>ClickView/Recorded content</li> </ul>
<b>2.4 Continued targeted support for children's literacy and numeracy linked to SIMD 1 + 2 across school/nursery:</b> <ul style="list-style-type: none"> <li>➤ Utilise tracking and monitoring tools to identify cohorts of children for targeted support and to challenge learning and raise attainment for both behind expectation/on track</li> <li>➤ Develop the use of assessment to identify gaps in learning. Link to dialogic pedagogy with the use of diagnostic questions.</li> </ul>	<ul style="list-style-type: none"> <li>Aug 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Nicolson</li> <li>Mrs Bradley</li> <li>All staff school/nursery</li> <li>SFL teacher</li> <li>Recovery teacher</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Attainment challenge professional learning community</li> <li>BGE/Dashboard spreadsheet</li> <li>Diagnosticquestions.com/White Rose maths</li> </ul>
<b>2.5 Develop parental capacity, skills and opportunities using digital technology across school/nursery:</b> <ul style="list-style-type: none"> <li>➤ share recorded content of learning in class to highlight key teaching points</li> <li>➤ Highlight learning/good practice via class twitter posts</li> </ul>	<ul style="list-style-type: none"> <li>Aug 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Nicolson</li> <li>Mrs Bradley</li> <li>All staff school/nursery</li> <li>SFL teacher</li> <li>Recovery teacher</li> <li>All staff – school/nursery</li> </ul>	<ul style="list-style-type: none"> <li>Connect: supporting partnerships in education</li> <li>Engaging parents and families - A toolkit for practitioners</li> <li>Parentzone Scotland</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>➤ develop parent workshops (virtual meetings) and record to ensure access available to suit needs of parents</li> <li>➤ Parent workshops</li> <li>➤ Continue to engage with Parent Council to drive school improvements.</li> <li>➤ Regularly seek feedback from the parent community via Microsoft Forms</li> </ul>			<ul style="list-style-type: none"> <li>• National Improvement Framework and Improvement Plan</li> <li>• Engaging with families</li> <li>• National Parent Forum of Scotland</li> </ul>

### Evidence of Impact

- Increased staff confidence in using data/assessment to inform next steps in learning
- Improvement in pupils being able to articulate next steps in learning
- Identified progress through Pre and post assessment result from SEAL/AL, SNSA and other school based data (GL assessments)
- Increased consistency in standards /quality assurance during learning visits
- Through moderation activities and consistent assessments, teachers' judgements will be more robust and evidence will project this
- Use of Boxhall assessments before and after intervention will show improvements in children's progress
- Increased number of families engaging with recorded content/flipped learning approaches/ learning opportunities
- Positive learning conversations between all stakeholders will support the use of target setting in literacy, numeracy and health and wellbeing. This will be monitored through pupil focus groups
- Increased attainment of targeted children in literacy & numeracy. This will be carefully tracked and monitored by class teachers by Recovery teacher (0.8) and SLT.

### Priority 3 Improvement in children and young people's health and wellbeing

#### NIF Driver

School Improvement  
Assessment of children's progress  
Teacher professionalism

#### HGIOS?4

3.1 Ensuring wellbeing, equality and inclusion  
2.3 Learning, teaching and assessment  
2.1 Safeguarding and child protection  
2.6 Transitions

#### Other Drivers

##### HGIOELC?

2.2 Curriculum  
1.4 Leadership and management of practitioners

##### RRS

Article 29 (Goals of education):

#### Expected outcomes for learners which are measurable or observable

- Increased staff confidence in identifying barriers to learning.
- Improvement in pupils being able to articulate next steps in learning - pupils have ownership, direction and are leaders of their own learning
- Transitions between nursery and school will be seamless and focussed on the development needs of individual children through robust transfer of information and professional dialogue opportunities.
- Through staff increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs.
- Using the principles of GIRFEC and the legislative framework surrounding it children will receive bespoke single or multi -agency support for all their universal and targeted wellbeing needs
- Pupils' wellbeing will benefit from experiences of learning and teaching in a variety of outdoor settings including the establishment of an outdoor classroom and continued links with Clyde Muirshiel Rangers, Learning through Landscapes, Blooming Inverkip, Inverclyde Shed and local Inverclyde groups.
- Pupils will feel valued through their involvement in school and nursery decision making process with pupil leadership groups established across different curriculum areas.
- Increased ability to self-regulate behaviour and choices with a reduction in the number of restorative discussions
- Children will feel safe and included in school with a sense of physical, mental and emotional wellbeing
- Pupils will relate effectively to others and make the right choices
- Pupils face everyday challenges with resilience and the ability to 'Bounce back'
- Pupils know how to make themselves feel better if they are feeling upset, feeling anxious, feeling angry or trying to stay calm.
- Pupils adhere to the school values and show respect for other learners and staff within the school.
- Parents/carers have an increased awareness of the 6 Nurture principles

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<b>3.1 Review current systems and procedures surrounding wellbeing assessments and management of personal files to ensure end to end impact:</b> <ul style="list-style-type: none"> <li>➤ Pastoral notes used to record</li> <li>➤ Chronology recording paperwork standardised for individual children within SFL and child protection across nursery and school</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 - 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson &amp; Mrs Bradley</li> <li>• Nursery DHT</li> </ul>	<ul style="list-style-type: none"> <li>• SEEMIS Wellbeing Application</li> <li>• Attendance Matters Policy</li> <li>• Getting it right for every child (GIRFEC): policy</li> <li>• Children's rights legislation in Scotland: quick reference guide</li> </ul>
<b>3.2 Continue to build staff capacity of the single agency assessment process and the use of SMARTER targets when creating bespoke action plan.</b> <ul style="list-style-type: none"> <li>➤ Targeted support learning logs used to track and monitor impact of interventions</li> <li>➤ Nursery observations used to highlight concerns</li> <li>➤ Termly ASL meetings with DHT – nursery/school</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 - 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson &amp; Mrs Bradley</li> <li>• All Staff</li> <li>• Recovery/SFL teacher</li> </ul>	<ul style="list-style-type: none"> <li>• GIRFEC SharePoint (GLOW)</li> <li>• GIRFEC book of forms</li> <li>• GIRFEC single agency assessment plans</li> </ul>
<b>3.3 Continue to develop staff confidence in using Restorative conversation:</b> <ul style="list-style-type: none"> <li>➤ recording format introduced at senior stages of the school to monitor, track and reflect actions and have a positive impact on learning and teaching time</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 - 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Bradley</li> <li>• Ed Psychologist (Scott Chalmers)</li> <li>• P6-7 staff</li> <li>• All teaching/support staff</li> </ul>	<ul style="list-style-type: none"> <li>• 'The restorative classroom' by Belinda Hopkins</li> <li>• 'Rethinking behaviour management: restorative practice in classrooms' / 'How to talk so kids will listen': Thorsborne &amp; Vinegrad</li> </ul>
<b>3.4 Develop whole school &amp; nursery Nurturing approaches:</b> <ul style="list-style-type: none"> <li>➤ Audit current practice/understanding of 6 principles</li> <li>➤ Create 3 year action plan based on audit</li> <li>➤ Introduce Nurture Peer observations for staff to review nursery/classroom environment</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 - 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson &amp; Mrs Bradley</li> <li>• Mrs MacLeod</li> <li>• Ed Psychologist (Scott Chalmers)</li> <li>• CMO Nurture staff</li> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Applying Nurture as a Whole School Approach (Education Scotland)</li> <li>• The Compassionate and Connected Classroom curricular resource</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<b>3.5 Update school Health &amp; Wellbeing policy to include a focus on:</b> <ul style="list-style-type: none"> <li>➤ Continue Pupil passports ‘What Matters to Me’ and update termly for every child</li> <li>➤ Mental health awareness: 5 steps to Wellbeing</li> <li>➤ Beyond the Boxall strategies &amp; interventions</li> <li>➤ PRB policy highlighted to staff</li> <li>➤ Development of de-escalation strategies</li> <li>➤ Embed ‘Bounce Back’ programme</li> <li>➤ Develop HWB room within the school for pupils to self-regulate</li> <li>➤ Develop HWB assessment protocols in the use of Boxall/AC assessment toolkit</li> <li>➤ Renewed focus on ‘Bounce Back’ programme to focus on resilience.</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 - 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT – Mrs Nicolson &amp; Mrs Bradley</li> <li>• Mrs MacLeod</li> <li>• All staff – school/nursery</li> <li>• Engagement with CMO Attainment challenge: Barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Inverclyde updated PRB policy 2020</li> <li>• Inverclyde HWB blog</li> <li>• 5 Steps to Wellbeing materials/poster: (Connect/Be active/Be Mindful....take notice/Keep Learning/Give...help others)</li> <li>• Boxall assessment</li> <li>• Beyond the Boxall resource book</li> <li>• Paul Dix ‘When the adults change, everything changes’</li> <li>• Bounce Back- Whole school programme by Helen McGrath and Toni Noble</li> </ul>
<b>3.6 Audit celebrating success practice:</b> <ul style="list-style-type: none"> <li>➤ Continue ‘Above and Beyond’ recognition boards</li> <li>➤ Regular positive phone call/note home</li> <li>➤ Develop whole school procedures for recognising success within and outwith school</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 - 2022</li> </ul>	<ul style="list-style-type: none"> <li>• HT – Mrs Nicolson &amp; Mrs Bradley</li> <li>• All staff – school/nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Paul Dix ‘When the adults change, everything changes’</li> <li>• Inverclyde PRB policy</li> <li>• Visible learning – learning dispositions</li> <li>• ‘Learning Pit’ – James Nottingham</li> <li>• Growth Mind-set resources</li> </ul>
<b>3.7 Develop playground Outdoor learning provision:</b> <ul style="list-style-type: none"> <li>➤ Introduce loose parts play</li> <li>➤ Develop staff capacity in the use of outdoor learning – nursery/school</li> <li>➤ Review and audit resources &amp; playground space</li> <li>➤ Develop gardening skills using poly tunnel and strength community links through Blooming Inverkip/Inverclyde Sheds/ Clyde Muirshiel Rangers</li> <li>➤ Develop Outdoor playground skills school based award</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 - 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Bradley</li> <li>• Mrs Provan</li> <li>• Nursery DHT</li> <li>• Blooming Inverkip</li> <li>• Inverclyde Sheds</li> <li>• Clyde Muirshiel Rangers</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Juliet Robertson – Messy maths/Dirty teaching</li> <li>• Realising the Ambition</li> <li>• Garnetbank Primary (Play, learn, grow blog)</li> <li>• Liaise with Kilmacolm PS to share practice on their Outdoor skills awards</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<b>3.8 Cluster – ASD friendly school &amp; nursery action plan:</b> <ul style="list-style-type: none"> <li>➤ School/nursery signage consistent</li> <li>➤ Visual timetables</li> <li>➤ Increase staff knowledge and understanding of intervention/support strategies</li> </ul>	<ul style="list-style-type: none"> <li>• OCT 2021 - 2022</li> </ul>	<ul style="list-style-type: none"> <li>4 Cluster Colleagues</li> <li>5 ICOS</li> <li>6 Mrs Bradley</li> <li>7 All staff – school/nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Board maker</li> <li>• ICOS Audit materials/questionnaire</li> </ul>

### Evidence of Impact

- Increased inter-agency working which support positive outcomes for children.
- Increased positive relationships between families and school and partners.
- Effective use of pastoral notes will catalogue all experiences of pupils accurately
- Feedback gathered from children, parents and school staff.
- Targeted support learning logs will ensure learner participation is gathered and used to inform next steps for learners using SMARTER targets.
- Restorative conversation conferences recorded and actions reviewed and monitored
- Data collected based on number of incidents and required conflict resolution required in playground.
- All areas of the school will be 'Autism Friendly'
- Numbers of children using the outdoors to enhance learning will have increased. Through pupil focus groups children will articulated the benefit to them of outdoor learning.
- Increased learner participation will be evident over a range of school experiences from involvement in own learning to consultation on aspects of school life.
- Through staff increased knowledge and understanding of learner participation, children will experience appropriate meaningful opportunities to contribute to the direction of their learning and identify what has improved as a result of their opinions.
- Pupils will demonstrate high quality communication skills when sharing their views.
- All stakeholders will use the same language of children's rights in relation to wellbeing, equality and inclusion in all interactions.
- Increased evidence of sharing 'Celebrating Success' across the school community.

**Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people****NIF Driver**

Parental engagement  
School Improvement  
School leadership

**HGIOS?4**

3.3 Increasing creativity and employability  
2.3 Learning, teaching and assessment  
2.2 Curriculum  
2.7 Partnerships

**Other Drivers****HGIOELC?**

1.2 Leadership of learning  
1.4 Leadership and management of practitioners

**RRS**

Article 42 (Knowledge of rights):

**Expected outcomes for learners which are measurable or observable**

- All children will develop personal, interpersonal and enterprise skills
- All pupils will benefit from the enterprising approach to learning and will develop through this skills in contributing, collaborating and problem solving.
- Children will be able to transfer these skills across the curriculum /wider achievement
- Through observation children will demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school level.
- Increasing number of pupils lead pupil clubs within the school.
- Increased understanding and insight into industry and the skills required to become part of a future workforce.
- Increased pupil voice will be developed over a range of school experiences from involvement in own learning to consultation on aspects of school life.
- Children will confidently engage and make informed choices about the use of digital literacy and technologies to enhance and personalise learning.
- All pupils have an increased understanding of the part they can play in society, have developed aspirations and understand the skills required for employability



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<b>4.1 Audit, review and develop opportunities for Digital Learning and teaching</b> <ul style="list-style-type: none"> <li>➤ Share good practice within cluster schools (Moorfoot/Whinhill PS recent DSA award)</li> <li>➤ Continue to build staff capacity and pedagogy through training events in the use of Microsoft office/Promethean Panels/Teams/Immersive Reader/Talk dictate functions/Thinglinks/blogs</li> <li>➤ Embed Digital learning and teaching in short term planning building upon the use of recorded content to support learning &amp; teaching</li> <li>➤ Audit Technology pathways to ensure a clear focus on Digital/cyber security (CHRIS)</li> <li>➤ Continue to develop the use of Learning Journals within the nursery</li> <li>➤ Develop early problem solving/computational thinking at early level (Nursery to P1)</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 – June 2022</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Nicolson</li> <li>• Mr McGregor (Digital Champion)</li> <li>• Mrs McCready (Digital Champion)</li> <li>• Mrs Mitchell</li> <li>• Miss Wilson</li> <li>• CMO Attainment challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Digi Learn Scotland website/blog</li> <li>• Enhancing learning and teaching through the use of digital technology Scottish Government (Sept 2016)</li> <li>• The National Improvement Framework</li> <li>• Education Scotland's Building Society Report</li> <li>• Scotland's Digital Future (2011)</li> <li>• Safe, Secure and Prosperous: a Cyber Resilience Strategy for Scotland</li> <li>• Liaise with staff from cluster school to share pedagogy/advice</li> <li>• Learning Journals platform</li> </ul>
<b>4.2 Increase opportunities for all pupils to develop Skills for Life, Learning and Work (Employability Skills)</b> <ul style="list-style-type: none"> <li>➤ Skills agenda highlighted through planning</li> <li>➤ Staff planning focus on metacognition and strategies to support independent learners</li> <li>➤ Industry links developed</li> <li>➤ World of Work embedded</li> <li>➤ Career Day</li> <li>➤ Nursery focus on skills development through play opportunities and STEM</li> <li>➤ Develop Parent partnerships – sharing skills/employment experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Bradley</li> <li>• All school/nursery staff</li> </ul>	<ul style="list-style-type: none"> <li>• Career Education Standard (3-18), the Work Placement Standard and Guidance on School/Employer Partnerships</li> <li>• Developing the Young Workforce (DYW) Learning Community (Glow)</li> <li>• Scotland's Creative Learning Plan</li> <li>• Suite of CES 3-18 Learning Resources</li> <li>• Education and training strategy (Oct 2017)</li> <li>• My World of Work</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<b>4.3 STEM/Outdoor learning focus:</b> <ul style="list-style-type: none"> <li>➤ Audit existing practice/ resources within the school and nursery</li> <li>➤ Continue to develop ‘loose parts ‘ play in the nursery and free flow from outside/inside play spaces</li> <li>➤ Focus on skills progression/connections between STEM subjects through IDL planners to ensure a focus on our village context</li> <li>➤ STEM learning focus days – school/nursery</li> <li>➤ STEM class ambassadors/industry links developed</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Miss Kelly</li> <li>• All school/nursery staff</li> </ul>	<ul style="list-style-type: none"> <li>• STEM (Sciences Technologies, Engineering and Mathematics) Education and Training Strategy for Scotland</li> <li>• STEM self-evaluation and improvement framework</li> <li>• STEM Strategy for Education and Training: First Annual Report (2019)</li> <li>• Education Scotland’s STEM Central website</li> <li>• RAiSE - Raising Aspirations in Science Education</li> </ul>
<b>4.4 Develop school website/communication processes:</b> <ul style="list-style-type: none"> <li>➤ Digital learning leaders developed to ensure twitter is used in all classes and nursery</li> <li>➤ Develop area on school website/YouTube channel to share recorded content to support a flipped learning approach across school and nursery</li> <li>➤ Staff to issue termly newsletter with key learning highlighted across both school and nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2021 – June 2022</li> <li>• Ongoing update</li> <li>• termly</li> </ul>	<ul style="list-style-type: none"> <li>• HT – Mrs Nicolson</li> <li>• DHT – Mrs Bradley</li> <li>• Mr McGregor</li> <li>• Pupil digital leaders</li> <li>• School office staff</li> <li>• Teaching/nursery staff</li> <li>• Mr Greenshields (EO)</li> </ul>	<ul style="list-style-type: none"> <li>• GLOW</li> <li>• Digital committee developed and monitored by SLT</li> <li>• Class/nursery newsletter template</li> </ul>
<b>4.5 Develop pupil leadership groups to increase pupil participation/voice:</b> <ul style="list-style-type: none"> <li>➤ Regular meetings each term</li> <li>➤ Committee group action plan created</li> <li>➤ Nursery development of ‘In the moment’ planning tools/observation developed to ensure learning is personalised to individual interests</li> </ul>	<ul style="list-style-type: none"> <li>• August 2021- June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• All staff</li> <li>• Local partners linked to relevant committee group</li> </ul>	<ul style="list-style-type: none"> <li>• Resources linked to specific committee group</li> <li>• Eco Schools Scotland</li> <li>• UNCRC</li> <li>• Anna Ephgrave – In the moment planning</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<b>4.6 Develop a calendar of event for parents:</b> <ul style="list-style-type: none"> <li>➤ Community events planned and highlighted to engage with groups across the local community</li> <li>➤ Assembly planner developed to include celebration of key events and fundraising activities</li> </ul>	<ul style="list-style-type: none"> <li>• August 2021- June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• School and nursery parent community</li> <li>• Community Leadership Group</li> </ul>	<ul style="list-style-type: none"> <li>• Fischy Music</li> <li>• Global calendar of key events such as Comic relief/MacMillan coffee morning</li> </ul>

### Evidence of Impact

- Reduction in incidents of pupils being affected by misuse of social media/cyber security.
- Increased number of pupils undertaking roles and leading pupil clubs.
- Increased focus on skills agenda through monitoring of learning and teaching/observations of pupils/ staff & pupil feedback/professional dialogue
- Increased use of digital technologies across school and curriculum.
- Increase in the number of industry links with school.
- Regular sharing practice across classes and stages.
- Pupils can identify and articulate employability skills being developed through their learning experiences.
- Increased use of digital technologies across school and curriculum.
- Quality and impact of leadership at all levels within the school.
- Pupils can identify and articulate employability skills being developed through their learning experiences.
- Increased use of digital technologies across school and curriculum.
- Pupils can identify and articulate digital skills being developed through their learning experiences and how this relates to the world of work.
- Staff use of a variety of digital technologies across the curriculum to enhance learning will have increased.