



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

## Education and Youth Employment

### Blacklands Primary School Improvement Plan 2019-20



## Vision, Values and Aims

### Our Values

*Resilience, Kindness, Responsibility, Fairness, Respect, Effort*

### Our Vision

*In partnership with our school community, our vision is to provide a nurturing environment that encourages children and families to explore, learn and achieve success.*

### Our Aims

- *To create a safe, healthy and welcoming school.*
- *To ensure our children feel happy and secure within our school community.*
- *To support children and families educationally, emotionally and socially.*
- *To provide a wide variety of opportunities and experiences to enhance learning and achievement.*
- *To encourage our children to be independent and take responsibility for their own learning.*
- *To equip our children with the knowledge and skills to make good choices now and in the future.*

### Motto

*B- believe*

*L- learn*

*A-achieve*

*C-community*

*K-kindness*

*L-laughter*

*A-approachable*

*N-nurturing*

*D-driven*

*S-safe*

## Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

### Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

### Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

## National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

# EDUCATION & YOUTH EMPLOYMENT

DRAFT COUNCIL PLAN 2019-24

Delivery Plan 2019-20

**Aspiring Communities** - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

## What we'll do to ensure our children and young people experience the best start in life

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will build strong collaborative partnerships to ensure we deliver a high quality education service for our children and families.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will implement a refreshed Parental Engagement Policy across the education service.
2. We will build on our well-established programmes to support families with their child's learning.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a coherent mental health strategy in partnership with other agencies.
2. We will continue to extend our nurturing approaches and access to counselling in our schools.
3. We will focus on promoting positive relationships.

## Strategic Plan 2019-20: Blacklands Primary School and Early Years Class

<p><b>School Priorities</b></p>	<p>Focus on ensuring high quality learning experiences for all children incorporating effective use of assessment by staff and learners.</p>	<p>Review and refresh the Science curriculum and build staff confidence in delivering progressive skills based science experiences.</p>	<p>Review and refresh the technologies curriculum and build staff confidence in using digital learning to enhance learning and teaching.</p>	<p>To empower our children to become successful learners, confident individuals, effective contributors and responsible citizens through life skills/experiences to ensure equity and promote ambition.</p>
<p><b>High Level Objectives</b></p>	<p><b>Learning and Engagement</b></p> <p>Ensure learners experiences are consistent, motivating, challenging and well-planned</p> <p>Children are given high quality feedback for next steps in learning</p> <p>Children have the opportunity to lead learning in the classroom and know their views are sought, valued and acted upon</p> <p><b>Quality of Teaching/Quality of Interactions</b></p> <p>Learners experience a wide range of learning environments and creative teaching approaches</p> <p>Rigorous collaborative planning allows learners to develop higher order thinking skills, curiosity and independence</p> <p><b>Effective use of Assessment</b></p> <p>Assessment is consistently used to inform learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning</p>	<p>Enrich the quality of learners experiences and raise attainment in Science.</p> <p>Themes across learning – Learning for Sustainability, Enterprise in Education and Global Citizenship, Cultivating skills for Learning, Life and Work, World of Work, Business and Community within the Stem Agenda.</p>	<p>Review and evaluate practice to ensure digital learning is embedded in classroom routine, and children have opportunities to explore a variety of technology, along with discreet teaching input of the skills to ensure progression.</p> <p>Staff should continue to engage with digital learning through CPL, study and use of IT.</p>	<p>Planned monthly visits/trips/ residential to provide equity of experience for all children in Blacklands Primary – allowing them to discover the opportunities available in the local community and beyond.</p>

	<p>Moderation and the moderation cycle informs effective planning, teaching and assessment</p> <p><b>Planning, Tracking and Monitoring</b></p> <p>Learners and their parents/carers are involved in planning and evaluating learning</p> <p>Collaborative planning clearly identifies what has to be learned and assessed</p> <p>Rigorous monitoring processes provides reliable information on learners' experiences, progress and attainment</p> <p>All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges</p>			
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## Strategic Plan 2019-20: Blacklands Primary School and Early Years Class

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Classroom Assistant funded from PEF. C/A is trained to use Talkboost to raise attainment in literacy. Talkboost intervention for identified pupils P1-P7

PT attainment - planning and supporting interventions to raise attainment across the school

Area Inclusion Officer -  
15 hours

Compulsory contribution to 20% nurture bill

Live n'Learn - supporting visible learning focus through 'Growth Mindset' training for staff/pupils and parent/carers

Monthly life skills/life experience trips for all stages including a residential trip for P6

## Detailed Action Plan 2019-20: Blacklands Primary School and Early Years Class

School Strategic Priority:		Focus on ensuring high quality learning experiences for all children incorporating effective use of assessment by staff and learners.					Linked to Directorate Priority: 1, 2 and 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Learner Outcomes	Measurement	
<p><b>Learning and Engagement</b></p> <p>Ensure learners experiences are consistent, motivating, challenging and well-planned</p> <p>Children are given high quality feedback for next steps in learning</p> <p>Children have the opportunity to lead learning and know their views are sought, valued and acted upon</p>	HGIOS 4 2.3	Yes	Professional dialogue to evaluate and update consistency guides, and where applicable progression pathways for: <ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Writing</li> <li>➤ Spelling</li> <li>➤ Talking and Listening</li> <li>➤ Numeracy and Maths</li> <li>➤ Mental Maths</li> <li>➤ Health and Wellbeing (Including Emotional Health)</li> <li>➤ Learning Environment EYC</li> <li>➤ Learning Environment Primary</li> <li>➤ Learning, Teaching and Assessment</li> </ul>	Representatives of all staff. (Support staff where appropriate)  Led by Senior EYP, PST PT and DHT  August - December	<ul style="list-style-type: none"> <li>• Consistent practice across the school will facilitate smooth transitions, improve well-being and raise attainment</li> <li>• Enriched learning environment will be evident across the school/playroom and will motivate and engage learners</li> <li>• All learners experience activities which are varied, differentiated, active and provide effective support and challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Playroom and classes to have updated 'Notes and Guidance' folder containing updated consistency guides</li> <li>• Consistency guides used for monitoring (SLT and Pupils) *through Learning Walks and Jotter Audits</li> <li>• Progression pathways/overviews created and used to support learning and teaching</li> </ul>	
	HGIOELC 2.3		NIF	PLA training on Visible Learning Approaches including: <ul style="list-style-type: none"> <li>➤ Differentiation</li> <li>➤ Quality feedback</li> <li>➤ Learning Intentions/Success Criteria</li> <li>➤ Pace/Challenge/Support</li> <li>➤ Metacognition</li> <li>➤ Teacher mind-frames</li> <li>➤ Positive relationships</li> <li>➤ Plenaries</li> </ul>	PT and DHT to lead.  Training cascaded to all staff  August - June	Raised attainment as: <ul style="list-style-type: none"> <li>• Learners will benefit from positive, nurturing and appropriately challenging relationships resulting in high quality learning outcomes and raised attainment</li> <li>• Learners understand progress and their next steps in learning through high quality feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher, C/A and group leader pre and post questionnaires</li> <li>• Child confidence self-rating scale pre and post intervention</li> <li>• Monitoring processes using consistency guides (SLT and Pupils) *through Learning Walks and Jotter Audits</li> </ul>



<p><b>Quality of Teaching/ Quality of Interactions</b></p> <p>Learners experience a wide range of learning environments and creative teaching approaches</p> <p>Rigorous collaborative planning allows learners to develop higher order thinking skills, curiosity and independence</p> <p><b>Effective use of Assessment</b></p> <p>Assessment is consistently used to inform learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning</p> <p>Moderation and the moderation cycle</p>			<p>➤ Raising learner/staff expectations</p>		<ul style="list-style-type: none"> <li>Learners will be able to self-assess and give effective feedback to peers</li> <li>Learners will make informed choices about their own learning and have a key role in leading learning</li> </ul>	
			<p>Talk Boost 1 and 2 will continue to:</p> <p>➤ Improve pedagogical approaches to Listening and Talking Reading and Writing</p> <p>➤ Accelerate children's progress in language and communication</p>	<p>All Teaching Staff and Talk Boost C/A</p> <p>August-June</p>	<p>Raised attainment as:</p> <ul style="list-style-type: none"> <li>Learners will have increased skills, knowledge and understanding of key strategies to support their learning in listening and talking and reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>Teacher, C/A and group leader pre and post questionnaires</li> <li>Child confidence self-rating scale pre and post intervention</li> <li>Qualitative question (assessment) completed by targeted children post intervention</li> <li>HT pre and post questionnaire</li> <li>CTs pre and post Communication Behaviour questionnaires on intervention children</li> <li>P1-7 children to be assessed using Talk Boost tracker</li> </ul>
			<p>PLA training/CLPL on Phonological Awareness will improve:</p> <p>➤ Practitioner skills, knowledge and understanding of key strategies to support learning in listening and talking, reading and writing as a result of clear and consistent learning experiences</p> <p>➤ Practitioner skills and confidence in effective pedagogical approaches to delivering learning in literacy</p>	<p>P2 and P3 staff</p> <p>January - March</p>	<p>Raised attainment as:</p> <ul style="list-style-type: none"> <li>Learners will develop a range of strategies to support their phonological awareness and literacy skills across the curriculum</li> <li>Increased skills in rime, rhyme, alliteration, phoneme awareness and other phonological skills</li> </ul>	<ul style="list-style-type: none"> <li>P2 and 3 pupil and Teacher pre and post questionnaires</li> <li>Pupil voice recorded pre and post intervention</li> <li>Re screening</li> </ul>
			<p>PLA training/CLPL on Second Level Maths Framework will improve:</p> <p>➤ Practitioner knowledge, skills and confidence in effective pedagogical approaches to delivering learning in numeracy and mathematics</p> <p>➤ SLT ability to quality assure strategies, approaches and consistency to learning and teaching of numeracy and maths</p>	<p>P5-7 Teaching Staff and Support Staff</p> <p>September - January</p>	<p>Raised attainment as:</p> <ul style="list-style-type: none"> <li>Learners will have increased skills, knowledge and understanding of key strategies to support their learning in numeracy and mathematics</li> <li>Learners' attitude and resilience to maths will improve</li> </ul>	<ul style="list-style-type: none"> <li>Teacher maths attitude and beliefs pre and post questionnaires</li> <li>Lesson study approach (Plan, Do, Act and Review)</li> <li>Pupil maths attitude and beliefs pre and post questionnaires</li> <li>Pupil contextual assessment pre, mid and post intervention (purpose made- short assessment)</li> </ul>

<p>informs effective planning, teaching and assessment</p> <p><b>Planning, Tracking and Monitoring</b></p> <p>Learners and their parents/carers are involved in planning and evaluating learning</p> <p>Collaborative planning clearly identifies what has to be learned and assessed</p> <p>Rigorous monitoring processes provides reliable information on learners' experiences, progress and attainment</p> <p>All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those</p>			<p>PLA training for 2 staff on OLEVI:</p> <ul style="list-style-type: none"> <li>➤ Developing practitioner knowledge, skills and confidence in leadership of learning,</li> <li>➤ Demonstrating and cascading quality assure strategies, approaches and consistency to learning and teaching</li> <li>➤ Developing in-depth coaching skills to deepen teachers' understanding of classroom practice.</li> <li>➤ Facilitated practice activities as structured opportunities to reflect on teaching approaches and their quality and impact.</li> </ul>	<p>2 identified members of teaching staff</p> <p>September - December</p>	<p>Raised attainment as:</p> <ul style="list-style-type: none"> <li>• Practitioners will have increased skills, knowledge, understanding and confidence to support children's learning</li> <li>• OLEVI teachers should improve teaching and learning across the school by sharing good practice, modelling the coaching approaches and through professional dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post intervention participation questionnaire</li> <li>• Audit of Professional Skills completed by participants</li> </ul>
			<p>PLA training/CLPL on Attention and Listening will improve:</p> <ul style="list-style-type: none"> <li>➤ Practitioner skills, knowledge and understanding of key strategies to support learning in literacy and English,</li> <li>➤ Practitioner knowledge, skills and confidence in effective pedagogical approaches to delivering learning in literacy and English</li> </ul>	<p>All teaching staff</p> <p>September 2019</p>	<p>Raised attainment as:</p> <ul style="list-style-type: none"> <li>• Learners will have increased skills, knowledge and understanding of key strategies to support their attention in listening and talking</li> <li>• Learners will be actively involved, motivated and fully engaged by the range of rich challenging activities, experiences and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questionnaires) - pre and post intervention</li> <li>• Child observation sheet - pre and post intervention</li> <li>• Teacher observation sheet</li> <li>• Pupil verbal feedback post intervention</li> </ul>
			<p>PLA training/CLPL on Word Aware will improve:</p> <ul style="list-style-type: none"> <li>➤ Practitioner skills, knowledge and understanding of key strategies to support the vocabulary development of all children</li> </ul>	<p>All teaching staff – school and EYC</p> <p>January 2019</p>	<p>Raised attainment as:</p> <ul style="list-style-type: none"> <li>• Learners will have increased skills, knowledge and understanding of key strategies to support the development of vocabulary</li> <li>• Learners will be actively involved, motivated and fully engaged by the range of rich challenging activities, experiences and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questionnaires) - pre and post intervention</li> <li>• Pupil verbal feedback post intervention</li> </ul>

facing additional challenges			<p>Cluster Learning Trios</p> <ul style="list-style-type: none"> <li>➤ In-service for all teaching staff September</li> <li>➤ Class planning, observations and feedback in cluster trios – term 2 and term 4</li> </ul>	<p>All Teaching Staff</p> <p>Session 2019-2020</p>	<ul style="list-style-type: none"> <li>• Learners will benefit from a variety of innovative and creative teaching approaches improving engagement and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questionnaires - pre and post trios</li> <li>• Teachers evaluate practice, against HGIOS 4 and HGIOELC quality indicators in conjunction with NIF drivers, to improve provision</li> </ul>
			<p>Collegiate Planning:</p> <ul style="list-style-type: none"> <li>➤ Develop planning template and bundle outcomes to include: <ul style="list-style-type: none"> <li>○ Big Questions</li> <li>○ Creativity</li> <li>○ Curiosity</li> <li>○ World of Work</li> <li>○ Holistic Assessment</li> <li>○ Outdoor Learning</li> <li>○ Digital Learning</li> </ul> </li> </ul>	<p>All Teaching Staff</p> <p>Session 2019-20</p>	<ul style="list-style-type: none"> <li>• Learners will benefit from a variety of innovative and creative teaching approaches improving engagement and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Planning will show increased opportunities for active learning, outdoor learning, collaborative learning, digital learning and learning about the world of work and children’s rights locally and globally.</li> <li>• Consistency guides used for monitoring (SLT and Pupils) *through Learning Walks and Jotter Audits</li> <li>• Review and audit of Individual staff observations to ensure quality and focus on improvements for learners</li> </ul>
			<p>Create Assessment Calendar:</p> <ul style="list-style-type: none"> <li>➤ Review and update assessment calendar; linked to consistency guide</li> <li>➤ Create whole school guidance for standardised and holistic assessments</li> <li>➤ Termly holistic assessments for IDL</li> </ul>	<p>SLT to lead</p> <p>August/September</p> <p>All Teaching Staff Termly</p>	<ul style="list-style-type: none"> <li>• Practitioners and learners will be clear about purpose of assessment</li> <li>• Timetable for assessments, including annual SSNA and GL assessments, will ensure consistency of practice and reduced anxiety for learners</li> <li>• Timely interventions for learners will ensure they are appropriately supported/challenged</li> </ul>	<ul style="list-style-type: none"> <li>• Robust programme of assessment evident throughout the year as detailed on the assessment calendar</li> <li>• Pupil assessment folders evidence regular robust assessment</li> <li>• Pupil discussions with SLT or key staff will reveal that pupils understand purpose of assessment and regularly complete assessments</li> <li>• Teacher confidence in conducting digital assessments increased</li> <li>• Consistent evidence collated to support teacher professional judgment</li> <li>• Termly cross-marking of writing assessments (across stages)</li> </ul>

			<p>Moderation and the moderation cycle:</p> <ul style="list-style-type: none"> <li>➤ CLPL for all teaching staff focusing on each stage of the moderation process and how it ensures quality learning, teaching and assessment.</li> <li>➤ Developing holistic assessment</li> <li>➤ Using information and data from assessment to inform practice</li> </ul>	<p>SLT to lead</p> <p>August - June</p>	<ul style="list-style-type: none"> <li>• Learners will benefit from a variety of innovative and creative teaching approaches improving engagement and motivation</li> <li>• Learners will benefit from a variety of assessment approaches</li> <li>• Staff will analyse data to identify development needs for individual learners and specific groups ensuring learners are appropriately supported and challenged</li> </ul>	<ul style="list-style-type: none"> <li>• SLT monitor moderation pro forma used to support the moderation cycle (breadth, challenge and application)</li> <li>• Teaching staff create holistic assessments and bundle outcomes</li> <li>• Monitoring processes, including pupil progress/tracking meetings evidence staff confidence in data analysis is continuously improving</li> <li>• Staff evaluate data and complete 'High Level Messages' pro-forma with increased confidence</li> </ul>
			<p>Parental Engagement:</p> <ul style="list-style-type: none"> <li>➤ Parents/carers involved in planning and evaluating learning through Learning Conversations</li> <li>➤ Targets shared in home school communication – pupil planners</li> <li>➤ Opportunities for volunteering across the EYC-Primary; includes accredited learning through the Family Learning Team</li> <li>➤ Family Learning Activities including: <ul style="list-style-type: none"> <li>○ 3 evening Discussion Dinners</li> <li>○ Read Write Count</li> <li>○ Family Outdoor Learning</li> <li>○ Nurture Kitbag (selected classes)</li> <li>○ CEOP Internet Safety</li> <li>○ Family, Into Film Club</li> <li>○ Transition activities</li> </ul> </li> </ul>	<p>HT and FLW to lead parental engagement</p> <p>Learning Conversations with teachers, parents/carers and learners September, January, April</p>	<ul style="list-style-type: none"> <li>• Increased parental engagement will raise attainment</li> <li>• Parents are supported to actively and meaningfully engage in their children's learning and life at school which will positively impact on learners' achievement</li> <li>• Learners will be actively involved in identifying their progress, achievements and next steps in learning</li> <li>• Learners will have increased opportunity to work with their families in activities to improve learning and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Robust programme of Family Learning and Family involvement evident throughout the year</li> <li>• Monitoring processes and Learning Walks evidence pupils can discuss targets/next steps in learning</li> <li>• FLW will complete pre and post intervention questionnaires for all Family Learning Events</li> </ul>

School Strategic Priority:		Review and refresh the Science curriculum and build staff confidence in delivering progressive skills based science experiences.					Linked to Directorate Priority: 1 and 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
<p>Enrich the quality of learners' experiences and raise attainment in Science.</p> <p>Themes across learning – Learning for Sustainability, Enterprise in Education and Global Citizenship, Cultivating skills for Learning, Life and Work, World of Work, Business and Community within the STEM Agenda.</p>	HGIOS 4 2.2 & 2.4	YES	<ul style="list-style-type: none"> <li>➤ Evaluate current pathways and practice in Science</li> <li>➤ Create a focus group/council to lead development of a progressive, skills based pathway from Early through to Second level using the moderation cycle to support this</li> <li>➤ CLPL for all staff utilising in school staff and Education Scotland's STEM agenda</li> <li>➤ Trial developed pathways and adapt as required to suit context</li> <li>➤ Looks outwards/visit other establishments to see good educational practice. Utilise Tim Dreyer (Science coordinator for NAC) to support</li> <li>➤ Plan visits (trips) to enrich learning experience through 'World of Work' and 'Real life contexts'</li> <li>➤ Professional dialogue</li> </ul>	SLT  August- June	<ul style="list-style-type: none"> <li>• Learners will have increased skills, knowledge and understanding of all aspects of the Science curriculum</li> <li>• Learners will be actively involved, motivated and fully engaged by the range of rich challenging activities, experiences and opportunities</li> <li>• Learners will be enthused by the variety of field trips and links to the wider world – 'World of Work', 'Business and Community involvement' which will enable them to achieve the breadth, challenge and application across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher confidence - pre and post intervention</li> <li>• Pathway utilised with a range of built in assessments (Look/Make/ Say/Do</li> <li>• Data from above assessments</li> <li>• Pupil questionnaire based on visits/experiences outwith school building</li> </ul>	

School Strategic Priority:		Review and refresh the technologies curriculum and build staff confidence in using digital learning to enhance learning and teaching.					Linked to Directorate Priority: 1 and 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Learner Outcomes	Measurement	
Review and refresh the technologies curriculum and build staff confidence in using digital learning to enhance learning and teaching.	HGIOS 4 2.2, 2.3, 3.3  HGIOELC 2.2, 2.3, 3.3	No	<ul style="list-style-type: none"> <li>➤ Collegiate activities/training to develop staff knowledge and understanding of using technology to enhance learning and teaching, covering the underpinning principles and the need for consistency. – Digital learning CLPL for staff – Microsoft Windows, Microsoft educator, SWAY, blogging,</li> <li>➤ Create a focus group/council to lead development of a progressive, skills based pathway/framework and associated resources created from Early through to Second level using the moderation cycle to support this</li> <li>➤ Policy on whole school approach to digital learning, ensuring consistency</li> <li>➤ Staff regularly engage in professional dialogue regarding use of resources- 5 min share time at start of collegiate time meetings</li> <li>➤ Meet criteria for Digital Schools Award</li> <li>➤ Pupils will play an active part in parental engagement activities –</li> </ul>	EYC, CT and SLT  August 2019- June 2020	<ul style="list-style-type: none"> <li>• Teacher confidence will ensure enriched experiences across the curriculum and increased quantity and quality of digital experiences.</li> <li>• Consistent practice across school will ensure progress and increased confidence.</li> <li>• Digital leaders will have responsibility for leading improvements and maintaining equipment.</li> <li>• Progressive experiences will develop skills from EYC-P7.</li> <li>• All classes will have a blog to share learning.</li> <li>• P7 pupils will produce e-portfolios as part of P7/S1 transition- skill development assessed.</li> <li>• Pupils, particularly reluctant readers, writers and those with difficulty writing mathematical processes will use application such as wordsmith, Education City, Sumdog, OneNote to develop skill and enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT class monitoring to ensure consistency and quality and focus on improvements for learners</li> <li>• Pupil, staff and parent checklists/questionnaires will be completed at the start and end of the school session and measured for impact. Evaluation of Impact will show: Increased confidence of staff to use digital technologies across the curriculum. Enhanced engagement in learning for pupils will be informed by PASS survey leading to improved behaviour and engagement in learning. Questionnaires will record the quality of experience for pupils and parents/carers.</li> <li>• Pupil discussions with Digital Council will reveal that pupils of varying abilities are more engaged with digital learning.</li> <li>• Parents/carers will be invited to attend digital learning workshops, a family learning event and after school club. Engagement, involvement and satisfaction based on questionnaires for a sample group of parents.</li> </ul>	

			<p>discussion dinner planned to promote digital learning and internet safety</p> <p>➤ Digital learning family club-afterschool</p>			<ul style="list-style-type: none"> <li>• Staff evaluate practice, against HGIOS 4 and HGIOELC quality indicators in conjunction with NIF drivers, to improve provision.</li> <li>• Classroom, playroom and whole school observations by HT, SMT and peer observations will evidence increased use of digital technologies to enhance learning</li> <li>• Staff PRD will demonstrate leadership skills and activities. Digital learning CLPL for staff – Microsoft Windows, Microsoft Educator, SWAY, blogging,</li> </ul>
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School Strategic Priority:		To empower our children to become successful learners, confident individuals, effective contributors and responsible citizens through life skills/experiences to ensure equity and promote ambition.					Linked to Directorate Priority: 2 and 4
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
To empower our children to become successful learners, confident individuals, effective contributors and responsible citizens through life skills/experiences to ensure equity and promote ambition.	HGIOS 4 2.2 & 2.4	YES	<ul style="list-style-type: none"> <li>➤ Using the Principles of Curriculum design an annual calendar for all stages will be created with monthly excursions to promote equity for all tying in to a variety of curricular areas</li> <li>➤ Trips planned with pupil voice at the forefront, ideas bank from staff and liaising with SLT/local businesses and community organisation</li> <li>➤ Residential trip for P6 – promoting equity of experience</li> </ul>	SLT August- June	<ul style="list-style-type: none"> <li>• Real life experiences will broaden the pupils' horizons and enrich their understanding of future prospects</li> <li>• Trips funded by PEF ensure equity – all children will be able to attend (no barrier with costs)</li> <li>• These experiences will help raise attainment by giving pupils real life contexts as a stimulus for a variety of curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Floor books</li> <li>• Before and after trip pro forma questionnaires</li> <li>• Evidence of work produced following trip/experience</li> <li>• Planning information from both staff and pupils</li> </ul>	