



Driving Equity and Excellence



**Improvement Action Plans
Session 2022-23**

School:	Lawmuir Primary School
Cluster:	Bellshill Academy Cluster

Improvement Plan Summary	
Cluster Priority:	All young people will benefit from a robust integrated approach to improving Health & Wellbeing outcomes for children and families across our Cluster
School Priority 1:	Increase the Emotional, Social and Mental Wellbeing across the school. <ul style="list-style-type: none"> • Building Resilience across school community. • Developing GIRFEC approaches.
School Priority 2:	Review & Refresh Learning & Teaching/Pedagogy of Literacy with a particular focus on Reading. <ul style="list-style-type: none"> • Refresh Pedagogical Approach of Curriculum for Excellence at 2nd Level. • Develop Early level pedagogy into P2.
School Priority 3:	Develop and Embed Digital Skills across the school. <ul style="list-style-type: none"> • Implement Digital Literacy across the school. • Use digital assessment approaches.

Education and Families Priorities

1	2	3	4	5
<p>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p>	<p>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p>	<p>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p>	<p>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>Vulnerable Groups- Improved outcomes for vulnerable groups.</p>
<p>Improvement Actions</p> <ul style="list-style-type: none"> • Raising Attainment Strategy <ul style="list-style-type: none"> ◦ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks. • Self- Evaluation Leading to Improvement <ul style="list-style-type: none"> ◦ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies. • Review of Additional Support Needs <ul style="list-style-type: none"> ◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • SAC/ PEF Plan <ul style="list-style-type: none"> ◦ There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap. • Anti- Poverty Programmes <ul style="list-style-type: none"> ◦ There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty. • North Lanarkshire Innovation and Improvement Hub <ul style="list-style-type: none"> ◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • GIRFEC <ul style="list-style-type: none"> ◦ There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways. • 1140 ELC Expansion <ul style="list-style-type: none"> ◦ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage. • Mental Health and Wellbeing <ul style="list-style-type: none"> ◦ Our practice in this area will be aligned with wider partnership approaches, translated into a Mental Health and Wellbeing Strategy for young people and those who work with them 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • Curricular Progression <ul style="list-style-type: none"> • A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters. • DWY Strategy <ul style="list-style-type: none"> • The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme. • Digital Classroom <ul style="list-style-type: none"> • Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • Support for Families/ Young People at Risk <ul style="list-style-type: none"> • There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support. • Care Experienced Young People <ul style="list-style-type: none"> • There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity. • Support for Adults <ul style="list-style-type: none"> • There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

School Vision and Values

Lawmuir Values

- Be Safe
- Be Successful
- Be Sensible
- Be Smart



Lawmuir Vision

As pupils, staff and parents of Lawmuir Primary School our vision is that our school is at the heart of our community where we feel safe, valued and show respect for ourselves.

As lifelong learners we are confident individuals, responsible citizens, effective contributors and successful learners.

Our curriculum offers opportunities for active learning, personal choice and fun with high expectations for all.

Achievement within our school and wider community is recognised and celebrated, encouraging all to realise their full potential.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement (pupils, parents/carers, partners)

We provide parents with opportunities to be actively involved in supporting pupils' across aspects of school life. Opportunities are provided for self-evaluation, ensuring the ongoing engagement of families to create a learning community where parents and carers are actively involved in their child's learning.

We enjoy the benefits of an active Parent Council 'Friends of Lawmuir' who work in partnership with school staff to improve opportunities available to all Lawmuir pupils. We will also continue to look for innovative solutions to involving parents in the life of the school and to work with parents. We also have a school app where we can access information quickly. We have a number of active pupil voice groups in school.

2022-23 Improvement Plan

Cluster Priority : Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	All young people will benefit from a robust integrated approach to improving Health & Wellbeing outcomes for children and families across our Cluster.
Person(s) Responsible Who will be leading the improvement?	Carol McShane Cluster Improvement and Integration Lead, and Cluster Heads of Establishment

(Please insert the relevant information below using the codes above)	
NIF Priority: 2,3,5	NIF Driver: Teacher and Practitioner Professionalism, School and ELC Improvement, Performance Information
NLC Priority: 2	QI: 1.3 ,2.3 ,2.4 ,3.2
PEF Intervention: 1-7,10	Developing in Faith/UNCRC: 28,29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. <u>Bellshill Academy:</u> SAC: RWI, CAT, PEF: PEF Staffing: DHT PEF, HSPO, Nurture PT, PEF Teachers	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? % SIMD 1-2 per school: Aitkenhead 9%, Bellshill Academy 44%, Lawmuir 59%, Mossend 34%, Noble 46%, Tannochside 59%, % Attendance Figs per school are Aitkenhead 94.3%, Bellshill Academy 87.3%, Lawmuir 90%, Mossend 88.5%, Noble 90%, Tannochside 90%, GIRFME Plans: Aitkenhead 16, Bellshill Academy 49, Lawmuir 31, Noble 21, Mossend 24 , Tannochside 45 Our cluster has identified that attendance strategies and support around the young person are important priorities to improve wellbeing and attainment. Attendance across cluster schools has been affected by Covid and other factors noted in the Authority's Attendance Survey March 22 which require support for families. Last session, funding secured through the Children's Mental Health and Wellbeing Fund (CMHWF) enabled supports and bespoke packages from Third Sector organisations to reach 73 children and young people whose attendance was between 75-85%. Ongoing evaluations have reported positive engagement with programmes expected to see at least a 5% increase in attendance for the identified children. Continuation of this as well as a range of interventions from the cluster will improve overall attendance for each school. Last session 116 young people in P1 to S4 had GIRFEC planning in place across the Cluster (99 children supported at additional level and 7 at intensive level). Over the session, 8 young people were supported at Cluster Network Meetings to access Additional support at Cluster Level and 42 applications were submitted to the Needs Based Pathway Review for specialist provision. 13 young people who entered Bellshill Academy had GIRFME plans; at present 186 pupils across the cluster have these plans. Support across the cluster, outlined in this plan, will be utilised to support these pupils' attendance, wellbeing and attainment.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Family Engagement Officer, HSPO, CIIL, CST, CRT, CAT, class teachers, Sparks Counselling, SW, Health, Ed. Psychologist, PEF PT Nurture, PEF Staff, Future Fridays, outcome Star training Outcome Star training to be organised centrally ,VANL, Community Police Officer, Virtual School, Keeping the Promise Award, Digital Wellbeing Award , Wellbeing Hub and third party voluntary sector support.	

<u>Expected impact (short term targets)</u>	<u>Interventions/actions to support improvement: how?</u>	<u>How will you track progress? Measures</u>	<u>Evaluation checkpoint 1</u>	<u>Evaluation checkpoint 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<p>C1</p> <p>By June 2023 identified learners' attendance will improve in each school as follows:</p> <ul style="list-style-type: none"> -Aitkenhead PS:1.7% -Bellshill Academy:2% -Lawmuir PS:3% -Mossend PS:1.5 -Noble PS:3% -Tannochside PS:5% 	<ul style="list-style-type: none"> • CIIL collate information of targeted groups of pupils which will be identified by schools • Profile for non-attendance established: needs identified, interventions planned and outcomes measured • Schools will develop and implement an agreed process for attendance: process map for supporting attendance through the GIRFEC Pathway to be established. • CIIL will gather and analyse cluster attendance data, meeting with Heads of Establishments to discuss progress, support and next steps • Attendance discussed at Cluster Meetings • CIIL/CST to develop Cluster Wellbeing Base to be used to support alternatives to host school including individualised and group support as well as a digital provision - Digital Pathway for Red attendance established • Virtual School • CMHWF • By March 2023 CMHWF will support identified pupils to reach a target of 5% improvement in attendance which will impact overall attendance in schools 	<ul style="list-style-type: none"> • Seemis data • Insight • What's the Story • Tracking of attendance • Number of children and young people supported through third sector partnership working. • Outcome Star • Questionnaires • Surveys • Case Studies • Parent Forum • CLD • Data on Digital Pathway Red pupils' attendance • CMHWF 		

<p>C2 By June 2023 all Heads of Establishment and Cluster Network Team will understand agreed cluster processes for accessing additional and intensive support to improve outcomes for identified learners.</p>	<ul style="list-style-type: none"> • Empowering Cluster Launch • will clarify roles and responsibilities • A directory of support • Flowcharts will be used to share with staff, parents and pupils 	<ul style="list-style-type: none"> • Directory shared • ASN Parent Group Feedback 		
<p>C3 By June 2023 all <i>identified</i> learners will benefit from increased partnership</p> <p>To be added end sept: numbers and focus of pupils/ offer from:</p> <ul style="list-style-type: none"> • CRT - Cluster Resource Teacher • CAT – Cluster Attainment Teacher • CST – Cluster Support Teacher • CMHWP – Childrens Mental Health Wellbeing Fund 	<ul style="list-style-type: none"> • CIIL collate information of Targeted groups of pupils which will be identified by schools • Cluster Network Meetings • Counselling budget shared to support identified pupils • Children’s HWB Fund to deliver interventions for targeted pupils • 3 CSTs will offer a bespoke menu of support • CAT will identify those children requiring additional level cluster interventions across each school through agreement with HT. 20 children per session will be identified with progress and impact monitored through newly established cluster impact data returns • PEF funded HSPO will work with identified pupils in Bellshill Academy target group S2 and S3 Amber SIMD 1-3 	<ul style="list-style-type: none"> • Attainment Data • Attendance data • Outcome Star • Numbers engaged with family learning, Future Fridays, ASN group, Voluntary sector groups • Surveys • Questionnaires • Digital Wellbeing Award (Digital Pedagogy Team) • Keeping the Promise Award 		
<p>Final evaluation:</p>				

Priority 1: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

Increase the Emotional, Social and Mental Wellbeing across the school.

- Building Resilience across school community.
- Developing GIRFEC approaches.

Person(s) Responsible

Who will be leading the improvement?

Senior Leadership Team

(Please insert the relevant information below using the codes above)

NIF Priority: 2 3

NIF Driver: Teacher and Practitioner Professionalism, School and ELC Improvement, Performance Information

NLC Priority: 2 3 5

QI: 1.1 2.2 2.3 3.1

PEF Intervention: 2 3

Developing in Faith/UNCRC: 28 29

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

Edinburgh City Council, Building Resilience P1-7 resource – Year 1 - £75, Year 2 - £60 Total = £135

Rationale (why?) Why have you identified this as priority? What data did you have to support this?

% SIMD 1-2: Lawmuir 59%

Attendance has been affected by Covid. Our families are also increasingly reporting social, emotional and mental wellbeing issues as being a contributing factor to not being able to attend school. The Authority's Attendance Survey March 22 also indicated anxiety as one of the top reasons among families for poor attendance at school. Last session, parents and families looking for referrals to CAHMS, CL&D along with Community Paediatrician also increased.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

- Edinburgh City Council, Building Resilience P1-7 resource – Year 1 - £75, Year 2 - £60

Expected impact (short term targets)	Interventions/actions to support improvement: how?	How will you track progress? Measures	Evaluation checkpoint 1	Evaluation checkpoint 2
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
1 Improve the Social, Emotional & Mental Health of almost all pupils through building resilience and strengthening GIRFEC approaches.	1.1 Building Resilience <ul style="list-style-type: none"> • HWB Champion and SLT to introduce whole school Building Resilience programme to whole school community. • Teachers to review programme and implement weekly lessons following whole school assembly input. • CLPL to be discussed with Educational Psychologist – Resilience Toolkit. • All classes to implement Emotion Works Programme focussing on: Triggers, Body sensations, emotion words, behaviours and regulation strategies as appropriate for each stage. 	<ul style="list-style-type: none"> • Qualitative information will show that almost all children successfully engage with the programme. • Teachers planning and evaluations will demonstrate the increased focus on building resilience. • Pre and post pupil survey – wellbeing webs. • Pupil, parent & staff evaluation. • Learning visits. • Positive learning environment following school values: Be Safe, Be Successful, Be Smart, Be Sensible. 		
	1.2 GIRFEC Processes <ul style="list-style-type: none"> • Deliver staff training on using GIRFEC to support effective assessment and planning for pupils. • Develop practise around the GIRFEC Pathway <ul style="list-style-type: none"> • Wellbeing Assessment • Seemis Wellbeing App • Planning using SMART Targets • Analysing data using assessment tools 	<ul style="list-style-type: none"> • 100% of staff trained and implementing the GIRFEC pathway. • Evidence from Staff training/INSET • GIRFMe plans show targets that are SMART. 		
	1.3 UNCRC <ul style="list-style-type: none"> • Continue to implement Right of the Month, discussed at assembly and in class and displayed around the school. Shared with parents on the School App, Twitter and School website. • Implementation of Action Plan for working towards GOLD. • Application made for UNICEF RRS Gold accreditation. 	<ul style="list-style-type: none"> • Evidence from Right of the Month from classroom visits and displays around the school. • Discussions with pupils show an understanding of the UNCRC embedded throughout curriculum. • Learner conversations will demonstrate that almost all pupils are developing their awareness of rights they are entitled to. • Evidence of learning from wall displays and classroom learning samples. • Audits contained within RRSA. 		

	<p>1.4 Targeted Interventions</p> <ul style="list-style-type: none"> • Implementation of targeted interventions <ul style="list-style-type: none"> • Seasons for Growth • Drawing & Talking • Check-ins • Engagement with The Spark Counselling Service to support pupils in P6 & P7. • Identified pupils to access CMHWF groups via Cluster funding. • Engagement with CL&D to support individual families. • Consultation with Educational Phycologist. 	<ul style="list-style-type: none"> • Consultation with staff. • Wellbeing audit - webs • Staff evaluation • Increase attendance by 3% • Increase in pro-social behaviours • Increased attainment. 		
<p>Final evaluation:</p>				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Review & Refresh Learning & Teaching/Pedagogy of Literacy with a particular focus on Reading. <ul style="list-style-type: none"> Refresh Pedagogical Approach of Curriculum for Excellence at 2nd Level. Develop Early level pedagogy into P2.
Person(s) Responsible Who will be leading the improvement?	Senior Leadership Team

(Please insert the relevant information below using the codes above)	
NIF Priority: 3 5	NIF Driver: 2 4 6
NLC Priority: 1 2 5	QI: 1.2 2.2 2.3 3.2
PEF Intervention: 4 5 6 7	Developing in Faith/UNCRC:
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. Additional Staffing 2FTE	
Rationale (why?) Why have you identified this as priority? What data did you have to support this? Data shows a significant gap in the number of pupils in SIMD 1 & 2 attaining expected levels. Targeted support will be specific to overcome identified barrier preventing achievement of age appropriate levels.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Active Literacy Courses. (as required – costs TBC) PEF PTs timetabled to deliver interventions (2 FTE Staffing) Assessments (PIRA, MALT, CEM – costs TBC)	

Expected impact (short term targets)	Interventions/actions to support improvement: how?	How will you track progress? Measures	Evaluation checkpoint 1	Evaluation checkpoint 2
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
2.1 Increase the number of learners on track to achieve expected levels of attainment in literacy with a particular focus on Second Level.	2.1.1 Review & Refresh Reading Pedagogy <ul style="list-style-type: none"> Staff will engage with HGIOS 4, current second level reading programme and CFE to agree a shared understanding of what high quality learning and teaching of reading looks like at second level. Pupils will contribute to self-evaluation through HGIOURS (learning & teaching). Refreshed programme will include focus on reading and comprehensions skills. New programme will be implemented consistently across second level. 	<ul style="list-style-type: none"> Self evaluation Pupil focus groups Consistency of practice shown through learning visits and learner conversations. Revised Learning & Teaching policy. 		
	2.1.2 Effective Assessment & Interventions <ul style="list-style-type: none"> All staff able to use a range of assessment data to track and monitor pupil attainment. Staged intervention & GIRFEC process used effectively. Introduction of Monthly evaluation sheets and continuations of Termly pupil progress meetings used together to identify pupils not on track to achieve, and to ensure appropriate pace and challenge. Targeted interventions in place for those pupils not on track to achieve, particularly those living in SIMD 1 & 2. Staff CLPL to be identified in literacy as required. 	<ul style="list-style-type: none"> Previous and current levels of attainment gathered from classroom assessment and standardised assessments for all learners. Target setting from Pupil Progress meetings. Pre and post assessment data gathered from interventions including YARC, PM Benchmarking, classroom assessments. Classroom learning visits and pupil learning conversations. Close gap - Reading at Second Level. <ul style="list-style-type: none"> Gap P5 – 9% P6 – 14% P7 - -50% 		
	2.1.3 Increased learner engagement through developing play based opportunities for learning for P1 & P2 pupils <ul style="list-style-type: none"> Build on good practice and experience from P1 and share quality learning experiences with colleagues. Identify appropriate CLPL through visits to other establishments, play Scotland resources, professional reading etc. Track & monitor skills and engagement levels. 	<ul style="list-style-type: none"> Pre and post assessments using engagement scales and data from standardised assessments. Tracking records of individuals and groups monitoring skills development. 		

	<p>2.1.4 Increase accuracy of teacher professional judgement through effective use of assessment and moderation.</p> <ul style="list-style-type: none"> • Identify times/opportunities for staff across the school community (Early Learning Practitioners, Primary and Secondary Teachers) to meet at regular intervals to plan the process of moderation. • Development of periodic assessments using connected experiences and outcomes, learning intentions and success criteria. 	<ul style="list-style-type: none"> ▪ Range of assessment used to confirm professional judgement levels. ▪ Consistency in teaching, learning and assessment. ▪ Classroom learning visits. ▪ Collegiate/cluster moderation. • ACEL data. 		
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Final evaluation:

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	<ul style="list-style-type: none"> • Develop and Embed Digital Skills across the school. <ul style="list-style-type: none"> ○ Implement Digital Literacy across the school. ○ Use digital assessment approaches.
Person(s) Responsible Who will be leading the improvement?	Senior Leadership Team, Digital Champions – J Burt/K Wilson

(Please insert the relevant information below using the codes above)	
NIF Priority: 3 4 5	NIF Driver: 4 5
NLC Priority: 4 5	QI: 2.2 2.3 3.3
PEF Intervention: 5 8 9	Developing in Faith/UNCRC: 28 29
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.</u>	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Digital skills across the school have been identified as needing development through observations and professional dialogue. Home learning during COVID and subsequently reinforces the need for a coherent and progressive programme of digital skills and literacy.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.	

<u>Expected impact (short term targets)</u>	<u>Interventions/actions to support improvement: how?</u>	<u>How will you track progress? Measures</u>	<u>Evaluation checkpoint 1</u>	<u>Evaluation checkpoint 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
3 All pupils will develop their digital skills and knowledge through improved digital learning & teaching experiences and development of whole school digital pedagogy approaches.	3.1 Develop Digital Pedagogy <ul style="list-style-type: none"> Digital Champion to work with SLT to develop guidance on digital pedagogy Develop learning and teaching policy to include digital pedagogies. Review of approaches to learning and teaching to plan for most effective digital use. 	<ul style="list-style-type: none"> Planning, tracking, and monitoring Staff consultation Digital engagement data PRD Learner consultation 		
	3.2 Equitable Access to Digital Technology <ul style="list-style-type: none"> All staff to issue children and young people with usernames and passwords to access online learning. Create an online learning overview. Issue online learning overview to children/young people and parents. SLT develop a strategic overview to digital learning pathway. 	<ul style="list-style-type: none"> Learner evaluations Parental Consultation Planning Overviews will track use and inform overview 		
	3.3 Consistent use of Glow for all learners and staff. <ul style="list-style-type: none"> All children and young people can use O365 tools effectively to enrich their learning experience. Glow is used to for homework across the school. Glow is used to effectively enrich learning experiences. Teachers give pupils feedback on their learning. Regular use is made of accessibility tools in Glow to support learner’s needs. 	<ul style="list-style-type: none"> Learner Consultation/Evaluation Planning Tracking and monitoring Digital Tracking and monitoring - use of Insights on Teams 		

	<ul style="list-style-type: none"> • Staff have access to collaborative areas in Teams. • Staff Notebooks will be established to allow online planning. 			
	<p>3.4 Develop use of digital data to track learner engagement and digital curriculum.</p> <ul style="list-style-type: none"> • All staff to be involved in the evaluation of digital platform engagement data. • Insights to be used in all learner Team groups to track use. • Develop approaches to evaluate and track learner engagement using digital platforms and learning. • SLT to develop an overview to digital platforms and their use across stages/subjects. 	<ul style="list-style-type: none"> • Planning tracking and monitoring • Professional judgement • Digital Tracking and monitoring - use of Insights on Teams 		
	<p>3.5 Develop Schools Award</p> <ul style="list-style-type: none"> • Digital Champion to support Digital Schools Award. • Staff engage with digital learning CLPL • All staff to have access to Education and Families Bulletin on Glow • All staff to know their login for LearnNL. 	<ul style="list-style-type: none"> • Planning tracking and monitoring • Digital Tracking and monitoring - use of Insights on Teams • Staff PRD • Digital Pathfinder • Digital Champion. 		
	<p>3.6 Creative approaches to Learning & Teaching.</p> <ul style="list-style-type: none"> • All classes will be encouraged to utilise the outdoor environment as a stimulating context for learning in their weekly timetable. • Identify opportunities to share good practice in using ICT to support learning and identify CLPL as appropriate. • Staff will highlight creative approaches to learning 	<ul style="list-style-type: none"> • Observations show that almost all classes are using the outdoor learning environment regularly. • Classroom learning visits and learner conversations. • Use of ICT is a feature in most lessons, • Staff CLPL records. 		

	<p>through sharing of good practice.</p> <ul style="list-style-type: none">• Digital Working Party to create app/resource bank to aid Teaching & Learning.• Peer visits will be facilitated to share good practice.			
Final evaluation:				