Driving Equity and Excellence

Improvement Action Plans

Session 2022-23

School:	Abronhill Primary School and Nursery Class
Cluster:	Cumbernauld Academy

Improvement Plan Summary	
Cluster Priority:	
School Priority 1:	**Effective Use of Data**: Data will be used effectively to ensure continuous improvement in raising attainment and achievement for all children.
School Priority 2:	**Raise Attainment in Writing**: Overall attainment in writing will increase from 70% to 80% by May 2023 (as measured in P1, 4 and 7 ACEL data).
School Priority 3:	**Digital**: Establish a digital pedagogy across the curriculum, which engages learners and delivers a high quality learning experience for all children. Provide appropriate supports to enable parents/carers to support children with accessing digital platforms and learning.
Nursery Class Priority:	**High Quality Learning Experiences**: All children will engage in high quality literacy and numeracy learning experiences that take account of individual needs. Staff will make effective use of observations and self-evaluation to inform their practice. Parental engagement will be a focus, along with children being more involved in planning and evaluating their nursery environment and experiences.

Education and Families Priorities

1
Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.

Improvement Actions
- Raising Attainment Strategy
  - 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
  - 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
  - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training

2
Equity - Closing the attainment gap between the most and least disadvantaged children and young people.

Improvement Actions
- SAC/ PEF Plan
  - 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
  - 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
  - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

3
Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

Improvement Actions
- GIRFEC
  - 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
  - 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
  - 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

4
Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Improvement Actions
- Curricular Progression
  - A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
- DYW Strategy
  - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
- Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

5
Vulnerable Groups- Improved outcomes for vulnerable groups.

Improvement Actions
- Support for Families/ Young People at Risk
- There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
- 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
- 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

Our **ASPIRE** values and **STAR STATEMENT** aims help us achieve our vision to **BE THE BEST THAT WE CAN BE**.

Vision
In Abronhill Primary School and Nursery Class we **ASPIRE** to **BE THE BEST WE CAN BE**.

Values
We are:
Achieving
Supportive
Persistent
Inspirational
Responsible
Excellent

Star Statement Aims
★ We have access to high quality teaching and learning experiences.
★ We work hard and always try our best.
★ We treat other people the way we want to be treated.
★ We are kind, honest and polite.
★ We listen well and try to help others.
★ We are proud of our school and look after it.

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)

Parents/Carers
- Gathering of views through Microsoft Forms.
- Communication through school website, Twitter, newsletters and emails.
- Individual meetings and/or phone calls are arranged when appropriate (in person and virtually).
- Home Learning, Journey Jotters, My Story target setting books and nursery class profiles share children's learning with families and enables the sharing of views.
- Attendance at events, workshops etc. where information is shared and views are sought
- Parent Council engage in sharing views

Pupils
- Pupils are involved in planning and evaluating teaching and learning.
- Pupil conversations linked to a range of developments and activities.
- Pupil involvement in leading and supporting the work of Houses, learning walks, community opportunities and a variety of clubs (clubs needs to be fully re-established this session).
- Nursery conversations, planning, floor books and profiles.
- Digital engagement through Glow, Teams and Microsoft Forms.

Partners
- Views are sought from partners who are involved with the school. There needs to be a return to being more robust in this area (COVID recovery).

2022-23 Improvement Plan

Cluster Priority : Long Term Outcome What do you hope to achieve? What is going ot change? For whom? By how much? By When?	
Person(s) Responsible Who will be leading the improvement?	

(Please insert the relevant information below using the codes above)	
NIF Priority:	**NIF Driver:**
NLC Priority:	**QI:**
PEF Intervention:	**Developing in Faith/UNCRC:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?

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**.

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)		
Final evaluation:				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Effective Use of Data: Data will be used effectively to ensure continuous improvement in raising attainment and achievement for all children. Overall attainment in reading will increase from 79% to 84%, in writing from 70% to 80%, and in maths from 81% to 86% by May 2023 (as measured in P1, 4 and 7 ACEL data). Analysis of literacy and numeracy interventions will demonstrate value added progress for at least 80% of children who receive interventions.**
Person(s) Responsible Who will be leading the improvement?	**HT and PEF DHT**

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 3, 5	**NIF Driver: 2, 4, 6**
NLC Priority: 1, 2, 5	**QI: 1.1, 1.3, 2.3, 2.4, 2.6, 3.2**
PEF Intervention: 1, 4, 6, 7, 11, 12	**Developing in Faith/UNCRC: Articles 3, 5, 12, 28, 29**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
A range of data has been used to inform children's progress but this is not always consistent throughout the school. Ability in effectively gathering and analysing a range of data varies within the staff team and staff have highlighted that they are not always confident in effectively using data to inform next steps. During professional dialogue meetings, HT identified that not all staff members were confident in effectively using benchmarks and other data to inform judgement with regards to ACEL and required guidance and support. It is important that there is consistency across the school in the staff's ability to confidently gather, analyse and use data results to meet the needs of all learners. Effective use of data, including formative, summative and diagnostic assessments, will support staff in ensuring continuous improvement and will raise attainment and achievement for all children. Quality assurance procedures also require to be re-evaluated to ensure that they are robust and consistent.

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**.
PEF Raising Attainment Teacher 1.0 FTE class teacher (cost tbc) and PEF Acting DHT (cost tbc) enables staff members to engage in targeted interventions and development work to support children's attainment and staff pedagogy.
Purchase of assessment materials, including MALT, PIRA, PISA (confirm costs)

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)		
• All teaching staff will effectively use a range of data to ensure continuous improvements in raising attainment and achievement for all children. • All staff will be confident in using data to inform their practice and children's next steps in learning. • Children who require additional support to enable them to attain will be identified at early stages	• Staff development sessions will be led by HT for all staff focussing on ensuring there is consistent understanding of the effective use of data. Staff will also be supported in the use of evaluative language. • Staff will be supported in using benchmarks more effectively throughout the session, with a particular focus during key points of transition.	• During professional dialogue meetings and in planning, staff will demonstrate that data is being used to inform teacher professional judgement throughout the session. • Staff are using appropriate data to inform practice and are able to effectively discuss this, using evaluative language, providing evidence		

through staff using data effectively. • Children will be able to discuss their progress within and across levels and will be involved in identifying next steps. • Parents/Carers will know how well their children are progressing within and across levels and will be involved in identifying next steps • Most children (75-90%) will be on track to achieve appropriate levels by the end of the school session, if not before.	• 4 x 2 hour teacher ACEL meetings protected in WTA throughout the session focussing on writing. • Revisit school support materials, and the materials provided by the pedagogy team, to ensure all staff are familiar with advice and approaches in effective assessment and moderation approaches. • Formative assessment resources and strategies will be audited to ensure they are progressive and support the raising of attainment and achievement. • Professional dialogue attainment tracking meetings will have a focus on analysis of data. • Quality assurance calendar will be re-evaluated to ensure that tracking and monitoring activities are robust and consistent across the school, focussing on raising attainment and achievement. • PEF Raising Attainment Teacher and PEF Acting DHT will meet with staff to discuss the impact of interventions and next steps for children. • Transition approaches will be re-evaluated to ensure that attainment and achievement information is relevant and meets the needs of staff and children at key points.	of progression and next steps. • Staff views will reflect increased confidence in using data effectively. • Analysis of data will demonstrate that children are being supported to reach their full potential. • Tracking and Monitoring will evidence appropriate attainment and achievement- Classroom visits, learning walks, professional dialogue, learner conversations, children's work, gathering views of children and staff • Staff engagement in writing ACEL sessions will evidence appropriate use of EOs, 7 principles of curriculum design and benchmarks in identifying appropriate standards of attainment across all stages, with particular focus on P1, 4 and 7. • Views will be gathered from parents regarding how knowledgeable they feel regarding children's attainment and achievement (by November 2022) and will then be revisited to measure effectiveness and make any required updates (Feb and May 2023). • Views will be gathered from staff, parents and children regarding transition approaches and resources (Nov 22, Feb and May 2023).

On Track to Achieve (by May 2023)			
	R	W	L&T	N
P1	90%	80%	90%	90%
P2	90%	76%	85%	90%
P3	80%	89%	85%	85%
P4	80%	85%	90%	85%
P5	83%	83%	100%	90%
P6	80%	84%	90%	85%
P7	83%	83%	95%	80%

Final evaluation:

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Raise Attainment in Writing: Overall attainment in writing will increase from 70% to 80% by May 2023 (as measured in P1, 4 and 7 ACEL data).
Person(s) Responsible Who will be leading the improvement?	HT Overview Led by Debbie McCormack (Literacy Co-ordinator, PEF Raising Attainment Teacher)

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

NIF Priority: 1, 3, 5	NIF Driver: 2, 4, 5, 6
NLC Priority: 1, 2	QI: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2
PEF Intervention: 1, 4, 5, 6, 7, 11	Developing in Faith/UNCRC: Articles 28, 29

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

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?

Overall attainment in writing (2021-22), as measured through P1, 4 and 7 ACEL data, has not returned to pre-COVID levels and has decreased a further 3% since 2020-21. Primary 1 attainment in writing was 63% and primary 7 was 69%. Tracking and monitoring of children's work has identified the need for consistent progressive approaches in writing throughout the school. Staff consultation indicates that focusing on moderation of writing across the school would support teacher professional judgement in ACEL. Staff also feel that focussing on further developing writing resources, consistent approaches in formative assessment and data analysis would support them in improving attainment in this area. Children have indicated that they do not always find writing enjoyable so there needs to be a focus on addressing this.

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**.

PEF 0.5 FTE class teacher (cost tbc) and PEF Acting DHT (cost tbc) enables staff members to engage in targeted interventions and development work to support children's attainment and staff pedagogy.

PEF will be used to purchase any required support materials/resources (details of these and costs will be added when identified and any purchases made).

Resources provided by NLC Pedagogy Team last session will be used to support teaching and learning.

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)		
• Children's attainment and achievement in writing will benefit from improved pedagogical practice and consistent approaches in writing across the school. • All teachers will be confident, and can evidence, that they are delivering high quality teaching and learning	• Debbie McCormack (Literacy Co-ordinator and PEF Raising Attainment Teacher) to co-ordinate development of CLPL programme. • HT to support PEF Acting DHT and PEF Raising Attainment Teacher in further developing skills in collating and analysing attainment data to identify targeted supports. • CLPL focus on writing during improvement plan meetings and	• Teacher planning and evaluations demonstrate focus on improving attainment in writing for all. • Tracking and Monitoring will evidence appropriate engagement and attainment-Classroom visits, learning walks, professional dialogue, learner conversations, children's work,		

experiences in writing across the curriculum.	inservice days throughout the session. • Teacher peer observations of good practice. • 4 x 2 hour teacher ACEL meetings protected in WTA throughout the session focussing on writing. • Revisit school support materials and materials provided by pedagogy team to ensure all staff are familiar with advice and approaches. • Revise progressive pathway to ensure that this supports teachers. • Consistent progressive approaches in formative assessment, teacher feedback and marking codes to ensure that children have greater awareness of their strengths and development needs. • Ensure that all classroom and play environments support progression in writing and celebrate children's achievements. • All classrooms will have resources available (preferably a writing area if space permits) to enable children to write for enjoyment, explore and revisit different genres and a range of materials. • Development of the use of a range of contexts to support the writing programme and to take account of children's interests and personal experiences.	gathering views of children and staff. • Tracking and Monitoring will evidence a range of teaching and learning approaches and the use of a range of contexts to support writing and improve children's enjoyment and engagement. • Analysis of formative, summative and diagnostic assessments will demonstrate appropriate engagement and progression. • Staff engagement in CLPL. • Staff engagement in ACEL sessions will evidence appropriate use of EOs, 7 principles of curriculum design and benchmarks in identifying appropriate standards of attainment across all stages, with particular focus on P1, 4 and 7.		
• Increase in writing attainment 2022-23, using the ACEL data from 2021-22 reported for P1, 4 and 7, and the data submitted by teachers for other stages P2, 3, 5 and 6, as a pre-measure.	• Using a range of formative, summative and diagnostic data available, children will be identified to receive targeted supports. • Pre and post intervention data will be collated. The details of this will be recorded, monitored and used to measure effectiveness of interventions and to identify next steps. • Other data, including SIMD, attendance and family circumstances, will be taken into account to focus on working towards closing any attainment gaps linked to poverty and factors outside the school day. • Interventions and supports will be delivered by PEF Raising Attainment	• Teacher planning, assessment and evaluations include focus on children receiving support in improving attainment. • Tracking and Monitoring will have a focus on gathering evidence of improved attainment in writing throughout the school, with a focus on the progress of identified children- Classroom visits, learning walks, professional dialogue, learner conversations, children's work, gathering views of children and staff. • Analysis of formative, summative and diagnostic assessments will demonstrate improvements in attainment. This will include		

WRITING: TPJ- ACEL (%)		
Stage 2022-23	ACEL May 2022	ACEL May 2023
P1	N/A	80	N/A
P2	63	76	+13
P3	84	89	+5
P4	82	85	+3
P5	80	83	+3
P6	81	84	+3
P7	78	83	+5

	Teacher, PEF Acting DHT and cluster teachers. • There will be a focus on developing staff use of data to effectively inform practice and identify next steps for children. (This links with priority 1).	using the Oxford Criterion Scale for Writing. • Data will be gathered on children's attendance on taught writing days and on children trying to avoid written tasks to measure if this has improved. • Staff are using appropriate data to inform practice and are able to effectively discuss this, providing evidence of progression and next steps.		

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?	**Digital: Establish a digital pedagogy across the curriculum, which engages learners and delivers a high quality learning experience for all children. Provide appropriate supports to enable parents/carers to support children with accessing digital platforms and learning.**
Person(s) Responsible Who will be leading the improvement?	**PEF DHT Overview** **Led by Chloe Morrison (Digital and STEM Champion) and Alix Heath (Class Teacher)**

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 3, 4, 5	**NIF Driver: 2, 3, 4, 5, 6**
NLC Priority: 1, 2, 4, 5	**QI: 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.3**
PEF Intervention: 5, 6, 7, 8, 9	**Developing in Faith/UNCRC: Articles 3, 5, 17, 18, 28, 29**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
The digital provision during COVID related school closures was of a high standard and very positive feedback was received from parents/carers and children regarding the experiences provided by staff. This continued to develop during COVID recovery with effective support provided to children and families who were required to self-isolate. As we enter the next phase of COVID recovery, we have identified the necessity to revise our approaches now that there are no restrictions and to ensure that we further develop our existing practice to meet the needs of all stakeholders, both in school and during home learning activities. We need to update our digital policy to ensure it is current and to embed NLC's Digital Schools strategy in our practice. In session 2021-22, there was a focus on using digital learning across the curriculum. This needs to further develop and tracking and monitoring needs to focus on ensuring this is consistent across all stages. Teachers highlighted that they would like more training in the use of Promethean boards and different resources to support their provision. Children have highlighted that they enjoy using digital platforms and it is important that we now monitor the impact this is having on attainment and achievement. Our Home Learning approaches have been revised since COVID and we need to ensure that children and families have appropriate opportunities to engage in digital learning that supports the development of skills and knowledge.

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**.
Where possible, time will be provided for Digital Champion to have time out of class to take forward this priority (may be covered by PEF Raising Attainment Teacher)
PEF may be accessed to purchase resources (this is still to be identified).

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)		
• Development of a digital technology strategy to ensure that all stakeholders are aware of approaches and are able to appropriately access digital platforms.	• Produce new digital learning policy with clear expectations for staff of approaches to use and supports available. • Re-evaluate the parent guides that were produced to support parents during school closure and home learning. Ensure these are up to date with current context to enable parents to effectively support children in accessing digital learning. • Guidance that is age and stage appropriate to support children in accessing digital platforms.	• Tracking and monitoring will evidence that teachers are implementing the approaches detailed in the digital learning policy. • Views will be gathered from staff, parents and children regarding guidance required (by November 2022) and will then be revisited to measure effectiveness and make an required updates (Feb and May 2023). • Successful application for Digital Schools Award.		
• Support parents/carers in accessing digital platforms and in developing awareness of a range of resources that are available to enhance children's learning during home learning activities.	• Two parent workshops have been agreed as part of the WTA to focus on digital learning. • Guides will be updated and provided to support parents. • After school club to enable parents to work with their children on digital learning will be supported by school staff. • Parents views will be sought throughout the session to ensure that we are meeting their needs. • In home learning throughout the session, teachers will provide tasks that require engagement with digital platforms that families can work on together. • Teachers will track and monitor pupil engagement in digital home learning tasks and good practice will be shared. • PEF Acting DHT will continue to track families who require support with accessing digital equipment and connectivity to ensure access.	• Gather views from parents on the content of the workshops to measure if it meets needs and enhanced confidence and skills in supporting children with digital learning. • Monitor attendance at workshops and clubs and measure the engagement with digital learning of those who attended versus those who did not. • Monitor home learning throughout the session to ensure that appropriate opportunities are provided for families to engage in digital learning. • Monitor engagement with home learning and children accessing Teams. • Seek children's views on working with family members on digital learning. (Nov 22, Feb 23, May 23)		
• Focus on highlighting safe use of digital platforms for children and parents. This will ensure that children have more awareness of how to keep themselves safe and appropriate	• Teachers will focus throughout the session on safe and appropriate use of digital platforms, including safe use of the internet, laws/rules of engaging with different digital platforms and appropriate use of digital communication with peers. • Guidance will be provided for parents highlighting areas that may not be safe	• Seek parents views on confidence and increased knowledge in supporting children's safety when engaging with digital platforms. • Monitor parent contact and children raising issues with regards to inappropriate use of digital platforms to measure if this reduces as this area is focussed on throughout the year.		

use. Parents will have more awareness of areas that may be unsafe or are used inappropriately by children and how they can support this.	for children to access and how some platforms may be used inappropriately and not for their intended use. • Parents will be updated throughout the session of appropriate and recommended sites for children to engage in. They will also be updated if any available information of inappropriate sites that are being accessed by children so that they can monitor their own children's use. • A section of the school website will include information on this and will be maintained by the Digital Champion. • Digital Champion to arrange for safety focus for parents with community police officer.			
• Digital approaches will be further developed across the curriculum. This will ensure that teachers can confidently access digital platforms and resources to support high quality teaching and learning. Children will also be able to effectively access digital platforms to support their learning across the curriculum.	• In planning, teachers will detail how digital learning will be included across the curriculum. • Digital Champion will lead CLPL sessions/provide guidance for staff to ensure that appropriate guidance is provided and that staff know where to access digital resources. This will include local and national provision. • Staff will engage in appropriate CLPL that meets individual needs in further developing knowledge and skills. • Children will be involved in planning digital learning with teachers to ensure that account is taken of their views, development needs and interests. • If any resources require to be purchased to support the delivery of effective digital teaching and learning approaches, this will be communicated to the Digital Champion who will discuss this with the HT. • Staff have highlighted that they would like training on effectively using the Promethean Boards. This has been communicated to the Digital Pedagogy Lead (Joe Thomson) who will advise on this.	• Teacher planning and evaluations demonstrate focus on including digital teaching and learning opportunities across the curriculum. • Tracking and Monitoring will evidence appropriate engagement with digital platforms- Classroom visits, learning walks, professional dialogue, learner conversations, children's work, gathering views of children, staff and parents. • Staff engagement in CLPL. • Staff will be able to demonstrate that they can confidently use resources, including Promethean boards, to support teaching and learning. • Staff will be able to evidence how digital learning approaches have contributed to improved attainment and achievement across the curriculum. • Children will be able to discuss how digital platforms support their learning and enable them to attain and achieve.		
Final evaluation:				

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	High Quality Learning Experiences: All children will engage in high quality literacy and numeracy learning experiences that take account of individual needs. By May 2023, the LELP and all level 7 and 9 ELPs will be confident and skilled in demonstrating the effective use of appropriate observations to inform future learning and identify progress made. Level 4 support workers will be mentored in developing these approaches and will also engage in observations. By December 2022, there will be evidence that children are fully involved in the planning and evaluation process across the nursery. Parents will also have opportunities to be more involved in partnership working with the nursery, including sharing their views on nursery developments and participating in events, including Stay and Play, open afternoons and transition activities. By December 2022, supported by the Lead Early Learning Practitioner and SMT, nursery staff will be fully engaged in quality self-evaluation to evaluate nursery provision, identify strengths and development needs to ensure continuous improvement in meeting the needs of all children and families.
Person(s) Responsible Who will be leading the improvement?	Deborah Hannah (Acting PT) Debbie Nisbet (Lead Early Learning Practitioner) Note- Kirsty McInally (Acting DHT) will oversee elements of the nursery improvement priority

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

NIF Priority: 1, 2, 3, 5	NIF Driver: 1, 2, 3, 4, 5, 6
NLC Priority: 1, 2, 5	QI: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2
PEF Intervention: N/A	Developing in Faith/UNCRC: Articles 3, 5, 12, 28, 29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
NLC ELC Quality Team have been working with the nursery to support the staff team in developing the nursery provision, including the environment and children's experiences. Evaluation of the action plan from January-June 2022 has highlighted the next steps required in developing opportunities for children to experience high quality learning experiences. Staff have been developing skills in using observations more effectively to inform progress and next steps in the nursery. There is a requirement for this to become more consistent and to focus on ensuring that the observations are targeted towards providing information that will clearly identify the progress made and the next steps needed to ensure future attainment and achievement for all children. Throughout the periods of COVID and COVID recovery, there were elements of good practice in the nursery that had to be adapted and were perhaps not as effective as they previously had been so these are areas that need to be further developed, including parental involvement in all areas of nursery life and children becoming more involved in planning and evaluation processes. Self-evaluation is engaged in but this is not consistent enough and data is not always recorded or reflected upon appropriately. This area requires further development, with clear guidelines, to ensure that all stakeholders are involved in identifying the strengths and development needs in the nursery to ensure continuous improvement.

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**.

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)		

Develop the effective use of appropriate observations:
• Staff confidence will increase in using observations to inform practice
• LELP and Level 9 staff will be confident in supporting level 4 staff with observations
• There will be relevant and appropriate data to evidence children's progress and inform next steps
• All children will engage in appropriate learning experiences that focus on their individual learning needs and interests.
By May 2023, all level 7 and 9 ELPs will be confident and skilled in demonstrating the effective use of appropriate observations to inform future learning and identify progress made. Level 4 support workers will be mentored in developing these approaches and will also engage in observations.
	• EEL and Acting PT to engage in CLPL training sessions with staff on effective observation
	• Coaching sessions, after initial training, will be implemented to support individual staff members in accordance with their CLPL requirements
	• LELP will role model effective engagement in observations
	• LELP and Level 9 ELPs will support level 4 ELPs in sharing effective practice
	• Produce tracking and monitoring resources to support staff in ensuring that observations are targeted and appropriately recorded, including:
	  ➢ focussing on assessing progress in learning of individual children
	  ➢ use and suitability of the environment
	  ➢ identifying the interests and wellbeing needs of all children
	  ➢ ensuring that observations are completed for all children throughout each week, and not just the focus children
	• Children will be involved in the observation process.
	• Staff will work collegiately on developing learning journals that include appropriate observations, focussing on demonstrating progress in learning and identifying next steps
	• Staff will take consistent account of observations to inform the planning process
		• Observation data will demonstrate and evidence the progress made in children's learning and play experiences
		• Observation data will be effectively used to inform and implement future learning experiences
		• Tracking and Monitoring will evidence appropriate engagement with and use of observations- Playroom visits, learning walks, professional dialogue, learner conversations, children's work, gathering views of children, staff and parents.
		• Tracking and monitoring will evidence that all children have the opportunity to engage in appropriate experiences that meet their individual learning needs and interests.
		• Planning and evaluations demonstrate focus on using observations to effectively inform processes.		

By engaging in high quality self-evaluation, staff will be able to identify strengths and development needs which will ensure continuous improvement in meeting needs of all staff, children and families	• Acting PT to create a calendar for self-evaluation • Acting PT will work with NLC ELC to support staff in developing skills in engaging with self-evaluation • Ensure that time is protected for staff to engage in effective self-evaluation- monthly at meetings, on inservice days and during time off the floor • Develop opportunities to consult with parents on an ongoing basis • Include consultation with children in the planning and evaluation process • Introduce self-evaluation floorbooks	• Staff will be able to evidence how the effective use of self-evaluation has contributed to improved attainment and achievement. • Staff engagement in CLPL will increase confidence in engaging in self-evaluation • Tracking and Monitoring will evidence that robust self-evaluation has been used to identify strengths and development needs, and that action has been taken as a		

	• Acting PT will ensure that self-evaluation data is appropriately recorded, tracked and monitored	result - Playroom visits, learning walks, professional dialogue, learner conversations, children's work, gathering views of children, staff and parents.		
Through engaging in high quality literacy and numeracy learning experiences that take account of individual needs, all children will make appropriate progress in line with their abilities, interests and needs	• Staff will continue to work collegiately, and be supported, in providing appropriate literacy and numeracy experiences for all children, including: ➢ Consistent high quality interactions between all staff and children ➢ Responding appropriately to individual needs ➢ Effective use of the environment- use of space, resources, interests, adapt and update regularly ➢ Staff engagement with appropriate materials to inform practice, including the HGIOELC?, Early Level CfE Refresh, Realising the Ambition, Early Years Framework, Care Inspectorate and SSSC ➢ Ensure opportunities to develop skills across the 4 contexts for learning (opportunities for personal development, interdisciplinary learning, ethos and life of the setting as a community, and curriculum areas and subjects) ➢ Take account of the 7 Principles of Curriculum Design when planning, implementing, assessing and evaluating ➢ Children will be involved in planning and evaluating their experiences • Re-introduce the Three Read approach and Language Land • Staff will be supported in tracking and monitoring by the Acting PT • LELP will have responsibility for the support for learning programme in the nursery, taking account of support and challenge needs. This will include effective planning, assessing, evaluating, tracking and monitoring (this will be overseen by Acting DHT)	• Tracking and Monitoring will evidence that all children have access to high quality literacy and numeracy learning experiences that take account of their needs- Playroom visits, learning walks, professional dialogue, learner conversations, children's work, gathering views of children, staff and parents. • Transition information will demonstrate that children have been appropriately supported and/or challenged, according to their needs • Staff engagement in CLPL • Data will demonstrate that all children's needs are being effectively met, taking account of individual needs		

Final evaluation:

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2022-23

North **Lanarkshire** Council

RATIONALE FOR EQUITY PLAN				
Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**. Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.				
Link to Improvement Plan	**Detailed Costings**	**Priority/Description**	**Intended Outcome/Impact** Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve	**Evidence/Measures** Please indicate what evidence you are going to collect to show impact and progression
Priority 1: Effective Use of Data Priority 2: Raising Attainment in Writing	Approx £50,000 teachers. Approx £2,000 resources.	- PEF Raising Attainment Teacher and PEF Acting DHT co-ordinating assessments, analysing data, feeding back to class teachers. Implementing interventions, tracking and monitoring, and reporting to inform next steps. - Resources and materials to support assessment processes, interventions in literacy, numeracy, and health and wellbeing. - Resources to support teachers with developing writing programme across the school.	- Early identification of support and challenge needs through the use of robust data. - Using appropriate summative assessment materials will ensure that the data collected is high quality and relevant. - Attainment and achievement will be raised through the implementation of appropriate programmes of work, taking account of individual needs. - Staff's skills, and knowledge and understanding of the effective use of data will enable them to plan effectively and implement an appropriate curriculum for all children. - Consistency in the writing programme, supported by appropriate resources, will raise attainment in writing. - STEM Champion will be able to ensure that hardware and software are up to date and appropriate in meeting the needs of learning and teaching. - STEM Champion will progress the AIP priority to ensure that the digital strategy is progressed and that children and families have opportunities to engage in high quality digital learning.	- Standardised, formative and diagnostic assessment data to demonstrate continuous improvement for all children- on track to achieve, support/challenge and value added. - Tracking and Monitoring will have a focus on gathering evidence of ongoing progression within each identified priority- Classroom visits, learning walks, professional dialogue, learner conversations, children's work, gathering views of children and staff, analysis of data.
Priority 3: Digital	Teacher cover- above Resources (not yet identified- costs will be added)	- STEM Champion time out of class to co-ordinate digital developments. - Resources purchased to support digital learning		Refer to measures above and in the Measure details in Priority 3.

EQUITY CHECKPOINT 1: JANUARY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

EQUITY CHECKPOINT 2: MAY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

Appendix 1:

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life **PEF INTERVENTIONS** 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. **NIF Drivers** 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information

Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	**Education and Families Priorities** 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	

Developing In Faith
Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1.	Honouring Jesus Christ as the Way, the Truth and the Life
2.	Developing as a community of faith and learning
3.	Promoting Gospel Values
4.	Celebrating and Worshiping
6.	Serving the common good.