

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2020-21**

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| **School:** | Carbrain Primary School & Nursery Class |
| **Cluster:** | Cumbernauld Academy |

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| Improvement Plan Summary |
| Cluster Priority: | Improve outcomes for children via implementation of the **GIRFEC** Pathway for Planning and Support refresh; and the establishment of Integrated Cluster Wellbeing Teams and Bases. |
| School Priority 1: | **Health and Wellbeing: Reconnection and Recovery (Covid -19)** Build on; embed; and extend the range of nurture and resilience based approaches across the school to support the mental, social, emotional and physical health of all our children, families and staff. |
| School Priority 2: | **Curriculum Recovery:** To develop effective learning and teaching practices and pedagogy that ensure excellence, equity, and opportunity for maximising learning in the broad general education. |
| School Priority 3: | **Digital Learning:** Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all.  |
| Nursery Class Priority: | **1140 expansion (term time provision):** Build on current good practice; continuing to develop a high quality provision that promotes and celebrates creativity, curiosity, and inquiry in our young learners in a nurturing, child centred learning environment. |

**Education and Families Priorities**

* **Priority 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 and estate provision.

**Priority 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 Research Lab
	+ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

**Priority 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.

**Priority 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.

**Priority 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.

**Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for your plans.

* What action are we currently taking to ensure excellence and equity for all learners?
* Which attainment gaps exist in our cluster/ school?
* What action do we need to take to close these gaps?
* What data will we use to monitor progress?
* What action are we currently taking which will address the four priorities in the NIF?
* How good are our children’s outcomes in these areas?
* What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
* How well are we improving across the 6 key drivers in the NIF?
* School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Parental Engagement
* School Improvement
* Performance Information
* How good are we now? What do we need to improve further?
* Which approaches to change will we use to ensure progress and impact with our key priorities?

**School Vision and Values**

**OUR VISION**: In Carbrain Primary School and Nursery Class we believe that every child has the right to experience high quality learning and teaching experiences in a safe, secure, stimulating and rewarding environment where, all learners feel included, valued and motivated to be the best they can be. Caring for ourselves; Caring for each other; Caring for our community.

**OUR VALUES**: **C**ommunity **A**mbition **R**espect **E**mpathy **S**uccess

**AIMS**

1. We will work together to develop the four capacities of **Curriculum for Excellence**; ensuring that all our children have opportunities to achieve their full potential educationally, socially and emotionally in a safe, supportive, respectful learning community that has high expectations of all learners; providing children, carers and staff the opportunity to develop their knowledge and skills within an inclusive and nurturing environment.

2. Through a process of rigorous **self-evaluation and moderation** we aspire to achieve **excellence and equity** for all; providing effective; **high-quality learning and teaching** experiences; meeting the needs of every child; encouraging them to engage in and lead their own learning; and enabling them to reach their full potential; across the curriculum, at home, and in the wider learning community.

3. As a learning community we embrace the **Wellbeing Principles** (SHANARRI) and through a **‘Getting it Right for Every Child’** (GIRFEC) and **PACE** (playfulness, acceptance, curiosity and empathy) approach we will support each other to develop emotional intelligence and resilience: through an appreciation of self-worth; mindfulness; respect for ourselves and others, in an environment that is founded on the principles of nurture; valuing diversity and social inclusion, and empowering everyone to achieve; feel loved; take pride in, and celebrate their successes.

4. We will work together in **partnership** to embed a **collaborative learning culture**; building collective capacity for continuous improvement by empowering our learning community to achieve greater impact on attainment and achievement; **empowering and supporting families and the wider community** to recognise the vital role each can play in the learning journey of our children; getting to know our children and families; identifying opportunities for **effective parental engagement**, that are accessible to all; focused on the learning experiences of the child; not simply defined through formal interaction between home and school, but through daily activity and conversations; engaging and encouraging parents and partners to play an active and responsible role in our school and wider learning community.

**OUR MOTTO:** “Carbrain Cares”

**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.

Parents and carers have been consulted throughout the school year. Feedback has been collated and used to inform the development of the School Improvement Plan. All pupils, staff families and partners will be invited to contribute to the revision of our core values this session to support HWB and Curriculum Recovery; and are encouraged to contribute to ongoing policy review procedures via online forms and ongoing feedback requests as part of regular school updates. This has included an online consultation exercise during term 4 to feedback on the potential development of the outdoor learning environments and opportunities to consider best use of our school PEF fund to enhance learner experiences.

We encourage parents to be actively involved in their children’s learning through parent workshops, transition events and pupil progress (parent’s) meetings; we now offer virtual opportunities for such communication most recently via ‘Meet the Teacher’ PowerPoints, and interim report cards. We respond to parent enquiries in a timely manner and encourage dialogue and partnership working. We have introduced ClassDojo this session and a parent’s guide to enable direct communication between staff, parents and carers providing a ‘window to learning’ in what is essentially a digital class newsletter.

Whilst we are no longer in a position to operate an open-door policy as such we continue to have a visible presence in the playgrounds in mornings and afternoons to support pupil zoning, entry, and exit procedures; building positive relationships with both pupils, families and community members. We continue to work in partnership with our CLD worker continues to support individual families as she has throughout lockdown; with weekly check ins and a particular focus on EAL and supporting pupils back to school; encouraging their continued participation in school life; supporting with and signposting parents to additional supports and resources; providing outdoor family learning opportunities initially to support EAL pupils whilst we are continuing to exploring how best to enhance home learning experiences in literacy, numeracy, health and wellbeing and digital learning.

Whilst engagement with our Parent Council has been limited we have facilitated a socially distanced meeting and they have gifted the school and nursery with resources and a number of playground games so far this session to support outdoor experiences. Previous work supported by agency partners has focused on developing committee skills and we and will continue to support and promote engagement opportunities for the wider parent forum this session; establishing roles and priorities; and exploring digital/social media platforms that best meet the needs of families and support virtual fundraising opportunities.

We will continue to build on these and additional opportunities when possible throughout the session as appropriate including:

* **Core Values Refresh** (Refresh in line with Recovery Planning Aug – Nov 2020)
* **Curriculum Rationale Development** (Refresh in line with Recovery Planning Aug – Dec 2020)
* **ClassDojo Class, School and Nursery stories regularly updated** (Throughout session)
* **Monthly Nursery Newsletters** (Throughout session)
* **Virtual ‘Meet the Teacher’** (October 2020)
* **Interim Pupil Progress Reports/ Parental Consultations** (October 2020/March 2021)
* **Pupil Progress Parents Surveys/Glow Forms/feedback** (October 2020/March 2021)
* **SLT Outreach - Support for identified families** (Throughout session)
* **GIRFEC Planning and GIRFme Reviews** (Oct 2020/ Feb 2021/ May 2021)
* **Outdoor Family Family EAL Workshop P1-P2 (CLD)** (Sept/Oct 2020)
* **SIP and Pupil Equity Fund Survey** (May-Aug 2020)
* **How Good is Our School? Survey** (Oct 2020/March 2021)
* **Parent Council Engagement and Meetings** (Throughout session)
* **Transition Programme for New Entrants and P7 Leavers** (February-June 2021)
* **SportScotland ReSubmission to retain Gold Award** (Session 2020/2021)

**Details of engagement with parents/carers**

**Details of engagement with learners**

Our Learners are consulted on a range of issues throughout the school year and feedback to staff regularly directly or via House Captains/ Class Representatives, about their learning and school issues/developments. Feedback is reviewed by staff and considered when agreeing priorities for our School Improvement Plan and adapting these to meet learner needs throughout the session.

In our most recent **self-evaluation** audit staff and pupils were asked to give their feedback on their school experience, these results, although incomplete due to COVID are being revisited and continue to shape and inform our school improvement priorities. Children were asked to contribute their ideas to using our **PEF** fund to support and enhance their learning experiences, these results will be shared with pupils and parents in the new session and have informed our future plans.

All children are encouraged to participate in leadership roles within their class and across the school as House Captain, Class Representatives, JRSOs, or becoming virtual reading/Nursery buddies. Although House Captains are in place, as a result of lockdown and further changes to the leadership team this session pupil voice committees, forums and groups are currently being reviewed.

Engagement over lockdown has been variable with limited engagement on all platforms. In school all returning pupils appear to have coped extremely well and engage regularly in dialogue with Teachers and Key Adults about the recovery and aspect of HWB. Now that children are settled into the ‘new normal’ we are beginning to find some children are not always engaged in their learning and behaviours at times can be challenging. Further investment in and review of sensory resources and approaches have been put in place along with a whole school community HWB Audit which is being undertaken. Some restorative techniques have been used by teaching/support staff, but more severe/complex cases continue to require management support. Risk assessment, proactive-reactive planning and whole school GIRFEC Planning and Referral Process Refresh are in place to support this. Further input and training will be required throughout the new session to fully embed the new authority GIRFEC Planning Pathway and Refresh; along with revisiting our Nurture Evaluation; All learners are asked to complete termly Wellbeing Webs and we are continuing to develop our pedagogy to support a **PACE** (playfulness, acceptance, curiosity and empathy)approach, and **Restorative Practices**. Along with our continuing work towards accreditation as a **Bronze Rights Respecting School**; we will also revisit our **Peer Mediation** options this year in line with the current restrictions.

In the past some pupils have stated that they sometimes do not feel learning is fun and that they do not always feel behaviour in our school is good enough. Some pupils have stated that they do not always feel safe at school. This will continue to be supported by a planned approach to behaviour, supported by positive relationships and high expectations. Pupils will be encouraged to set personal targets and have clear understanding of expectations, where they are going and how they will achieve success.

We will continue to build on these and additional opportunities when possible throughout the session to encourage/facilitate pupil voice as appropriate including:

* **HWB Audit** (Aug-Nov 2020)
* **Engagement with Pupil Forum Representatives** (Throughout session)
* **Junior Road Safety Officers** (Throughout the session)
* **Sport Scotland Committee/Gold Award Retention** (Throughout session)
* **Celebrating Success and Achievement Assemblies** (weekly throughout session)

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:

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| **Education and Families Priorities** | **PEF Interventions** | **NIF Drivers** | **NIF 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
 | 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
 | 1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children’s Progress
5. School Improvement
6. Performance Information
 | 1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children's and young people’s health and wellbeing; and
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
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| *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.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.**The articles can be found* [*here*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* |  |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life
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| 1. Developing as a community of faith and learning
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| 1. Promoting Gospel Values
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| 1. Celebrating and Worshiping
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| 1. Serving the common good.
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**2020- 21 Cluster Improvement Plan**

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| CLUSTER IMPROVEMENT PRIORITY: | Improve outcomes for children via implementation of the **GIRFEC** Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases. |
| Person(s) Responsible Who will be leading the improvement? | Mark Cairns **(Cluster Chair);** Elspeth Green **(CIIL),** supported by Michelle O’Halleron **(Education and Families Manager)** |
| HGIOS/ HGIOELC Quality Indicators | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **UNCRC Article(s)** |
| QI: 1.3 Leadership for ChangeQI: 2.4 Personalised SupportQI: 3.1 Ensuring wellbeing, equality and inclusionQI: 3.2 Raising Attainment and Achievement |  | 1.School Leadership2.Teacher Professionalism3. Parental Engagement 4. Assessment of Children’s progress | 3. Improvement in children's and young people’s health and wellbeing | 1. Improvement in children and young people’s health and wellbeing | Article 12: Right to express views.Article 24: Right to health care |

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| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state where cost is being met from. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| Carry out a wellbeing Audit to run concurrently with the sub-targets below.  | Audit materials shared across the cluster via teams. Each establishment to make use of them to suit their own situation. The structure of Teams will reflect the priorities of the improvement planning process.(Colums) | Evaluations from each of the establishments are shared across the cluster to establish the range of strengths and needs as a cluster. | Curricular and structural audit materials shared through Teams | Evaluations by December 2020 |
| A clear vision is established for cluster working which places positive outcomes for children at its heart. | Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working. | Evaluations from all cluster stakeholders in February and May. |  | By November 2020  |
| All practitioners across the cluster are familiar with the GIRFEC refresh to ensure:* identification
* assessment
* planning
* implementation

of interventions are in place for those children and young people who need more assistance. | Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role. | 100% of staff trained and implementing the GIRFEC pathway.Data on revised staged intervention approach will show decreasing numbers as stages escalate | GIRFEC refresh | Jan 2021 |
| The revised Support Around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway. | Establishment of the cluster wellbeing team.Deliver training for the wellbeing team around the new Support Around the School system. | Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway.All members of the wellbeing team trained and implementing the new Support Around the School System. | Documentation around the new Support Around the School system. | Training- Jan 2021Implementation of Support Around the School System- from October 2020. |
| The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families. | Long term location of the base finalised.Integrated Cluster Wellbeing Team develop the base in terms of resource and functionality. | Children and their families accessing the base and receiving appropriate support as identified via the GIRFEC pathway. | Furniture for the teaching space and family room.Admin resources for the wellbeing team. | Base to be fully functional by April, 2021. |
| All establishments in the cluster are supporting families experiencing poverty via a robust ‘Poverty Proofing Our School/ Centre’ policy. | All heads of schools and centres will produce a ‘Poverty Proofing Our School/ Centre’ policy for their own establishment. (As per APS)‘Connecting Families’ (Club 365 intensive model) is included in revised ‘Support Around the School’ meetings. | Policies are written.Increased number of referrals from schools to the Financial Education Team. | Guidance paper for policies. | Policies to be written by the end of February, 2021. |

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| **Evaluative Statement & Actual Impact/ Evidence** |
| **November** |  |
| **February** |  |

**2020-21 Carbrain Primary School Improvement Priority 1**

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| **IMPROVEMENT PRIORITY 1:** | **Health and Wellbeing: Reconnection and Recovery (Covid -19)**Build on; embed; and extend the range of nurture and resilience based approaches across the school to support the mental, social, emotional and physical health of all our children, families and staff. |
| **Person(s) Responsible** Who will be leading the improvement? | **Alison MacDougall** (Principal Teacher); **Carolyn Paton** (Health and Wellbeing Champion); and **Whole Staff Team** |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.1 Safeguarding and Child Protection2.2 Curriculum2.4 Personalised Support 2.7 Partnerships3.1 Improving wellbeing, equality and inclusion | 1. Early intervention and prevention2. Social and emotional wellbeing3. Promoting healthy lifestyles10. Partnership working | 1. School Leadership2. Teacher Professionalism3. Parental Engagement | 1. School Leadership2. Teacher Professionalism3. Parental Engagement | 3. Improvement in children and young people’s health and wellbeing.  | 2: Non- discrimination3: Best interests of the child12: Respect for Children’s Views13: Sharing Thought Freely17: Access to Information24: Health, Water, Food, Environment28: Access to Education29: Aims of Education |
| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All school staff are familiar with the **GIRFEC** refresh to ensure: identification; Assessment; Planning; and Implementation of interventions are in place for those children and families who need additional support. | Staff training on GIRFEC refresh to further support improved pedagogy and practice in relation to the effective assessment and planning for childrenDevelop practice and planning around new GIRFEC Pathway.PT’s to lead Collegiate Time activities to support implementation, pupil planning and solution focused practice. | 100% of staff trained and implementing GIRFEC pathway.Pupil profiles for identified children in place with full chronology, staged interventions processes and procedures recorded.Staff regularly engage in reflective practice, planning, and dialogue with staff to support GIRFEC practice and procedures.(**Data/Observation/Views)** | GIRFEC resourcesChild Protection training and update for all staffGIRFEC Pathway and ResourcesSchool based Procedures and Infographic/ FlowchartEducational Psychologist and service resources/ SharePoint | August INSETSeptember INSETCollegiate Time (ongoing)Reviewed Termly in line with GIRFEC and Curriculum Planning Checkpoints |
| All staff ‘**trauma informed’** to ensure consistency of approaches and shared language to support children and adults across the school. | All staff to access Solihull training course to refresh/ review Containment, Reciprocity, and Behaviour modelRefresh of Resilience Training and Toolkit by Educational PsychologistUse partner agencies at Additional and Intensive level (Educational Psychologist, CAMHS, CLD):* Self-Harm/ Suicide Prevention (Educational Psychologist)
* Adult Seasons for Growth input for Staff (CLD)
 | Pre and post self-evaluation of staff trainingEvidence of the application of the Resilience Toolkit and ACEs in GIRFEC and Curriculum Planning activities.(**Data/Observation/Views)** | Online Solihull ApproachNHS Education Scotland Trauma informed resources/ training programmes – ‘Opening Doors’ and ‘Sowing Seeds’ Animations<https://bit.ly/3gNNEI0>Trauma informed resources/ training programmes eg Understanding & Responding to Trauma *(currently being piloted)*CAMHS <https://www.nhslanarkshire.scot.nhs.uk/Services/CAMHS/> | December 2020March 2020November INSET |
| Continued development and implementation of a whole school **Health & Wellbeing Programme** to support resilience, social and emotional wellbeing; and the overall recovery and reconnection for pupils’ and staff returning to school  | Implementing whole school **Resilience Programme** **Whole school Health and Wellbeing Audit** **Health and Wellbeing Curriculum** to include the following areas:-* **Routines and rules** – keeping ourselves and others safe
* **Reconnect** – returning and adapting to the ‘new normal’ school environment
* **Re-engage** - in learning,
* **Relationships** – with staff and peers
* **Resilience**- managing anxiety and developing coping strategies eg daily check ins, ‘worry’ boxes
* **Recognise and Regulate** – managing emotions and feelings
* **Recovery** – moving forward

HWB Champions meetings to support the implementation of the above programmesReview and implement Poverty Proofing Policy, procedures and practicesTo support break out/ ‘getting wiggles out’ and health/stamina* Mini Rebound sessions
* Sensory activities/ pathways
 | All staff using Resilience Programme materials and resources(**Observation/Views)**Weekly Resilience focused virtual assemblies and celebrations.(**Observation/Views)**Teachers planning will demonstrate the increased focus on mental health and wellbeing(**Data/Observation)**Qualitative and quantitative information will show that almost all children successfully engage in programmes(**Data/Observation/Views)**Learning visits and teacher evaluations will show that almost all children are happy and engaged in their learning(**Data/Observation/Views)**Policy and procedures in place and shared with wider school community.Identified pupils increased concentration, time out of class, improved health and stamina(**Data/Observation/Views)** | Healthy Schools Website – Covid Recovery section<https://healthyschools.scot/>RSHP website <https://rshp.scot/>Emotion WorksKnowing Me Knowing You – Playback Ice wellbeing resource<http://www.playbacklearningacademy.com> Place2Be Return to School Resources <https://bit.ly/37hnzwC>Building Resilience – Edinburgh City Council ResourceCompassionate and Connected Classrooms – Education Scotland<https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom>Mindfulness activities eg Relax Kids, Bucket Filling, Carbrain Cares Bears Sleep Scotland Trained Staff (M Keyes) and Councillor (L Davidson) to signpost and support<https://www.bounce-beyond.co.uk/> | November 2020December 2020March 2020 |
| All children participating in a range of progressive and creative **Outdoor Learning** experiences as part of the HWB curriculum | Embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.D McKillop to demonstrate physical active health lessons that teachers can then implement to appropriate age group | All Staff trained in outdoor learning programme pilot (D McKillop)Learning visits and teacher/pupil evaluations show that almost all children are happy and engaged in their learning(**Data/Observation/Views)** | CfE Outdoor Learning Guidance, and Outdoor Learning from Virtual Schools (Weekly bulletin Issue 5)Active Schools Coordinator supportD McKillop Masters Programme Pilot | June 2021 |
| Becoming a **Rights Respecting school** and embedding a child rights approach into all aspects of school life. | Revise progress of school action plan – Re-Apply for Bronze award; Implement Action Plan - school community demonstrates awareness of children’s rights through positive interactions | Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to (Observations/**Views)** | Healthy Schools (links to UNCRC on planners) <https://healthyschools.scot/> | Bronze award achieved by March 2021 |
| **Pupil Profiles and Data Packs:** Improvement in tracking and monitoring social, emotional, and mental wellbeing to enhance Pupil Data overall; further developing Pupil Profiles to improve outcome for identified pupils | Development of effective tracking and monitoring of health and wellbeing based on principles of GIRFECDevelop clear staged intervention approaches to trauma, distress and mental health issues using relationships in school and the identification of programmes for individuals/ groups/ families (This may be online). Community Learning and Development Worker supporting families to access appropriate supports and initiatives that promote wellbeing one to one/ group support sessions as appropriate.Strong links with other services/partner agencies/third sector are firmly established to support pupils in their HWB recoverySharing of good practice within the newly established Integrated Cluster Wellbeing Team | Staged intervention Refresh(**Data/ Views)**Tracking and Monitoring of staged intervention.(**Data/Observation/Views)**Requests for Assistance, Minutes, pastoral notes, chronologies.(**Data /Views)**Health & Wellbeing Assessments.(**Data/Observation/Views)**Participation rates show that almost all (over 90% of) parent/carers in the targeted groups attend CLD sessions/ school (virtually or otherwise)(**Data/Observation/Views)**Monitoring and evaluation of services will highlight the positive impact on children’s mental health and wellbeing(**Data/Observation/Views)** | Seasons for Growth resources. Including Seasons folder on SharePoint site for whole class learningOnline Training and Reconnector training for those already trained.Community Learning & Development Adult Seasons for Growth Training.NL Continuity Resource Team<http://tiny.cc/5otklz>.Nurture Self-EvaluationOnline training provided by Educational Psychologist:Staff refresh (online) on theNurture principles:- 1. *An environment which offers a safe base*, **and**
2. *Transitions are important in children’s lives*

Staff access presentations on 1. Supporting Schools COVID-19 with change and loss
2. COVID-19 pupil workshop on change and loss

School Counselling ServiceCAMHS <https://www.nhslanarkshire.scot.nhs.uk/Services/CAMHS/> | October 2020December 2020Ongoing  |
| **Staff wellbeing**, Bucket filling and Self Care Opportunities are provided and actively encouraged.  | Deliver NLC presentation (or alternative), facilitate discussion, promotion of good self-care practice. Colleagues openly acknowledge and discuss the concept of self-careCheck ins for all staff - from managers, for managers, and between peers. Signposting: colleagues know where, and how, to access support, resources and online development opportunities. Weekly ‘Coffee and Catch up’ sessions – virtual opportunity for social chat and laughterInformal ‘wellbeing check ins’ are common practice to monitor how staff are feeling Communications are shared and resources clearly signposted via HWB Champions and communication channelsParticipation in related CLPL is encouraged.Consider use of pre-recorded webinar content for in-service discussion throughout year | Good self-care is regularly discussed, and strategies shared. Impact on wellbeing is highlighted - reduced anxiety, increased confidence.Focused support is offered to staff who are experiencing difficulties. Impact on wellbeing is monitored.(**Observation/Views)**Staff participation, positive impact on morale, feedback.Staff know who to contact, within and out with school, if they need a listening ear or practical support.(**Observation/Views)** | ‘Taking Care of Ourselves During Challenging Times’ - presentations/ support material provided by NLC HWB Champion and NLC ResourcesIn school support (SLT/ Peers)Time for Talking as appropriate (see below for details)Check In format provided by NLC based on NHS practice (optional)NL Teams or other approved digital platform NL Teams (HWB/Staff HWB Folder)One to One Support Staff Welfare Officer:0793 928 1114campbellc@northlan.gov.ukTime for Talking Counselling Service: 0800 970 3980Information/ Resources[www.nllife.co.uk](https://www.nllife.co.uk/workwell-nl-coronavirushomepage/)Education and Families Weekly Bulletins/ AnnouncementsTwitter @edfamstaffwellbeingHWB Champion Link[‘Taking Care of Yourself in Challenging Times’ (Resource Pack for Individuals)](https://www.nllife.co.uk/wp-content/uploads/2020/04/NLC-Staff-Wellbeing-Resource-March-2020_.pdf)Online Development Opportunities[Claire Lavelle Webinars](https://www.gtcs.org.uk/News/news/health-wellbeing.aspx) NLC Spotlight on Wellbeing webinars  | August/ September/ Nov INSETOngoingOngoingOngoingDates TBC |

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| **Evaluative Statement & Actual Impact/ Evidence** |
| **November** |  |
| **February** |  |

**2020-21 School Improvement Priority 2**

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| **IMPROVEMENT PRIORITY 2:** | **Recovery Curriculum:** To develop effective learning and teaching practices and pedagogy that ensures excellence, equity, and opportunity for maximising learning in the broad general education. |
| **Person(s) Responsible** Who will be leading the improvement? | **Kirsty Lowe** (HT); **Alison MacDougall** (Pedagogy Lead); **Elizabeth McGovern** (Pedagogy Lead); **Sarah Wanless** (Literacy Coach); **Gordon McManus** (Maths Champion); and **Whole Staff Team** |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **UNCRC Article(s)** |
| 1.3 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment2.4 Personalised Support3.2 Raising Attainment and Achievement | 1. Promoting a high quality learning experience
2. Differentiated support
3. Using evidence and data
4. Engaging beyond the school
5. Partnership working
6. Professional learning and leadership
 | 1. School Leadership
2. Teacher Professionalism
3. Assessment of Children’s Progress
4. Parental Engagement
5. School Improvement
6. Performance Information
 | 1.Improvement in attainment, particularly in literacy and numeracy; 2.Closing the attainment gap between the most and least disadvantaged children; 3.Improvement in children's and young people’s health and wellbeing; and 4.Improvement in employability skills and sustained, positive school leaver destinations for all young people | Priority 2: Closing the attainment gap between the most and least disadvantaged childrenPriority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people | 2: Non- discrimination3: Best interests of the child28: Access to Education29: Aims of Education |

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| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state where cost is being met from. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| Refreshed **Curriculum Rationale** which reflects curriculum advice in line with COVID-19 guidance to reduce virus transmission. | All staff to take part in curriculum review and self-evaluation exercise following Education Scotland and NLC curriculum guidance. Refresh of whole school ethos and shared values with all stakeholders.Continual review of Curriculum Rationale to reflect changes in guidance.Consultation and communication with all stakeholders.Refreshed Curriculum Narrative, including review of progressive curricular programmes and planning materials to support/ reflect curriculum recovery, equity, and GIRFEC. | Consultation/HWB Audit Forms and questionnaire results with all stakeholders.(**Data/Observation/Views)**Curriculum Rationale and 5 year plan shared with all stakeholders.(**Views)**Teachers planning will reflect changes to curriculum rationale. (**Observation/Views)** | Education Scotland Curriculum AdviceNLC Curriculum GuidanceCOVID-19Education Scotland Re-opening of schools guidanceRefreshed Curriculum Narrative[A Curriculum of Hope: As rich in Humanity as in Knowledge](https://www.teachertoolkit.co.uk/2020/01/27/curriculum-of-hope/) Dr Debra Kidd | Nov 2020 (INSET)Jan 2021ongoing |
| Children are supported through well-planned experiences and **pedagogy** which demonstrate knowledge and understanding, skills and learning across the curriculum. | Sustained focus in planning and delivery of learning across core areas of Literacy, Numeracy and HWB. Lead learners identified and trained for key curricular areasEnsure a consistent and shared understanding of IDL.Opportunities for outdoor learning are identified, maximised and embedded in the curriculum.Outdoor environments developed to maximise pupil engagement and facilitate opportunities for outdoor learning and activities.Practical investigations and activities reviewed in line with COVID-19 guidance.Improved pedagogical approaches to support engagement and active learning.Improved use of technology and digital platforms to enhance communication and learner experiences. | Teachers planning reflects core focus, planning IDL and outdoor learning experiences, with increased focus on HWB/recovery.(**Data/Observation/Views)**Learning visits and professional dialogue will reflect focus in core areas, outdoor learning and understanding of IDL.(**Observation/Views)**Teachers planning demonstrates shared understanding of IDL and shows increased connections across learning.(**Data/Observation/Dialogue)**Regular monitoring and tracking activities will show that almost all children are attaining and engaging in their learning.(**Data/Observation)**Learning visits and professional dialogue will reflect range of teaching and learning approaches.(**Data/Observation/Views)** | NLC Curriculum GuidanceCOVID-19 Re-opening of schools guidanceRefreshed Curriculum NarrativeSSERC advice (STEM)<https://www.sserc.org.uk/>CfE Outdoor Learning GuidanceHealthy Schools Website– COVID Recovery section<https://healthyschools.scot/>Moderation Cycle (learning, teaching and assessment)Outdoor learning Pilot Programme (D McKillop – Masters)Outdoor resources and activities:1. Parent Council Comic relief Grant £2k
2. Carbrain Community Partners – TBC
3. Cumbernauld living landscape
4. Outdoor classrooms (PEF) - TBC
 | OngoingAugust 2020Nov 2020 (INSET)OngoingFeb 2020June 2020 |
| **Business Continuity Planning:** Robust arrangements in place to ensure continued pupil progress through opportunities for, and support with home learning when children are unable to attend school. | All children have equity of access to remote learning experiences.Ensure equity of access to technology and connectivity for all families.Promote and familiarise staff with Digital school.All staff using Glow Teams and school platforms to communicate with parents and support home and in school learning.Pupil learning packs prepared and available to be distributed to pupils in the event of isolation or school closure.Review Business Continuity Plan to ensure robust contingency planning for blended learning approaches. | Audit of digital access for all pupils.Request device(s) for identified families. (School devices issued in interim as per NLC guidance and acceptable use policy)(**Data/Views)**Staff engage in ongoing CLPL related to digital learning and teaching.Pre and post staff self-evaluation of training and awareness of digital resources available.(**Data/Observation/Views)**Monitoring and tracking data/ information will show that almost all children are accessing and engaging in digital learning platforms. (**Data)** | Digital SchoolPedagogy TeamNLC Learning HubNL Continuity Resource<http://tiny.cc/5otklz>.Links with NLC Digital Pathfinder TeamElizabeth McGovern (Digital Lead)Michelle McNab (Digital Champion)Marion Keyes (Data Champion)NLC Bulletin:- Digital Learning and Teaching ApproachesMicrosoft Educator TrainingGuidance to support families during self-isolation. | Ongoing throughout school session 2020-2021* Checkpoint 1 (Sept)
* Checkpoint 2 (Nov)
* Checkpoint 3 (Mar)
 |
| **GIRFEC Planning:**Gaps in learning identified and addressed through revised Curriculum, GIRFEC planning pathway, and links across services. | Pupil Profiles; and Pupil Progress and Achievement Folders (Class Data Packs) in place to support GIRFEC planning.Revised staged intervention processes and infographic to support staff. (FlowChart)Identify gaps in learning through careful consideration of pupil data and assessment approaches.Cost of the school day considered in planning learning experiences.Ongoing and periodic assessment used effectively to track attainment and depth in learning. | Appropriate assessment approaches are identified and used to measure gaps(**Data/Observation/Learner Dialogues)**Teacher planning reflects information gathered from assessments/ data packs to plan next steps.(**Data/Observation/Dialogues)**Monitoring, tracking and attainment reviews will show that children identified progress in their learning. (**Data/Dialogues)** | Assessment and Moderation cycleAssessment resources (POLAAR, SLT, YARC, MALT etc)GIRFEC Refresh UpdateSeemis - Progress and Achievement PlatformPoverty Proofing Guidance for schools/ School Policy developmentClass Data PacksCustom ReportsPupil Profiles | Ongoing throughout school session 2020-2021:* Checkpoint 1 (Oct)
* Checkpoint 2 (Dec)
* Checkpoint 3 (Mar)
* Checkpoint 4 (May)
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**2020-21 School Improvement Priority 3**

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| **IMPROVEMENT PRIORITY 3:** | **Digital Learning:** Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all. |
| **Person(s) Responsible** Who will be leading the improvement? | **Elizabeth McGovern** (Principal Teacher**); Michelle McNab** (Literacy Coach); **Marion Keyes** (Data Champion) and**, Whole Staff Team** |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **UNCRC Article(s)** |
| 1.2 Leadership of Learning2.2 Curriculum2.3 Learning, Teaching and Assessment2.4 Personalised Support2.5 Family Learning3.2 Raising, attainment and achievement3.3 Increasing creativity and employability | 4. Targeted approaches to literacy and numeracy5. Promoting a high quality learning experience6. Differentiated support7. Using evidence and data8. Employability and skills development9. Engaging beyond the school | 1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children’s Progress
5. School Improvement
6. Performance Information
 | 1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in employability skills and sustained, positive school leaver destinations for all young people
 | 1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in employability skills and sustained, positive school leaver destinations for all young people
4. Improved outcomes for vulnerable groups
 | 2: Non- discrimination3: Best interests of the child5: Parental guidance13: Sharing Thought Freely17: Access to Information28: Access to Education29: Aims of Education |

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| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state where cost is being met from. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All children have access to **digital devices** which enable them to engage with digital learning in school and at home.  | SLT and Data Champions to evaluate and review learner access needs.Audit and identify families with limited/ no access to digital devices/ platforms and issue as appropriate.Education and families’ guidance on digital learning and access to be reviewed for school context. Review Business Continuity Plan to establish a contingency plan for school device use during a period of self-isolation.Review learning plans and resources to ensure availability of alternatives to digital tasks. All leaners and staff to be involved in the use of Acceptable use agreements.  | Engagement TrackingParental ConsultationStaff evaluations of needEstablishment Business Continuity and Contingency planning (**Data/Views)** | Education and Families Deployment of devices GuidanceCOVID-19 Re-opening of schools guidance | Ongoing - reviewed as per Covid restrictions and updated guidance |
| Consistent use of **Glow** **and Teams** as a learning and collaborative environment for all learners and staff. | Pupil and staff access to/ use of **digital learning platforms**, which develop/enhance curricular needs. All staff to issue children and young people with usernames and passwords to access online learning. SLT/Digital Leads to develop a strategic overview for a **Digital Learning Pathway** All children are able to use O365 tools effectively to enrich their learning experience.Staff and Pupils have access to collaborative areas in Teams. Increase children opportunities to engage with learning digitally outside of the classroom environment, then sharing in class.  | Classroom Support Visits, and Professional Dialogues as part of Quality Assurance proceduresPlanning Overviews will track use and inform overview Learner Consultation/ EvaluationParental Consultation Digital Tracking and monitoring - use of Insights on TeamsDigital Platforms integrated into daily classroom pedagogyWeekly Learning Overview/ Key Learning Targets shared with pupils uploaded to Glow Team to support reinforcement and home learning. Regular use is made of accessibility tools in Glow to support learner’s needs. (**Data/Observation/Dialogues)** | Digital Leadership ProgrammeDigital ChampionDigital SchoolRefreshed Curriculum Narrative/ RationaleNLC - Digital Learning and Teaching Guidance (August 20)NLC - Digital Solutions to enhance Learning and Teaching.Ed Scot – What Digital Learning might look like.<https://education.gov.scot/improvement/learning-resources/what-digital-learning-might-look-like/>Ed Scot- Enhancing Learning and teaching through the use of Digital Technology. [Glow Information](https://glowconnect.org.uk/) [Education Scotland Newsletters](https://education.gov.scot/improvement/scotland-learns/) | OngoingAug 2020Jan 2021OngoingOct 2020Ongoing |
| Development of **‘Digital Communication Strategy’** which ensures all stakeholders know expectations of Digital learning | Review universal approaches to communication across the school. Develop ‘**Digital Fire Drill’** strategy and Communication Policy providing an overview of digital platforms and their use across stages/subjects which is regularly reviewed for staff; learners; and parents/ carers.Review and update school website, ensuring digital learning overview and links displayed. Launch and promote parents portal; Continue developed use of GroupCall for all stakeholders. Develop consistent approaches to digital home learning. | Policy, Overview, and PlanningStaff Evaluations/ FeedbackParental/ Pupil ConsultationDigital tracking and monitoringPercentage uptake of parents using Parent PortalBusiness Continuity Plan(**Data/Observation/views)** | NLC - Digital Learning and Teaching Guidance (August 20)Digital School/ Pedagogy TeamData ChampionDigital ChampionDigital Leadership ProgrammeParent Portal Team | January 2021OngoingSept 2020Ongoing |
| Develop use of **digital data** to inform tracking of learner engagement and the digital curricular requirements.  | 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 whole school approaches to evaluate and track learner progress using digital platforms and learning. Increased use of digital tools to inform **assessment for learning**, within school and out with the classroom environment. | Pupil progress and Attainment Dialogues; Learner Evaluations; Staff Consultation(**Data/Observation/Dialogues)**All staff to include digital assessment opportunities in planning(**Data/Observation/Dialogues)**Professional judgement(**Observation/Dialogues)**Digital Tracking and monitoring - use of Insights on Teams (**Data)**Particular use made of tools which enable collaboration, assessment and evaluation:* OneNote
* Sway
* PowerPoint
* Forms
* Word (in Glow)

(**Data/Observation/Views)** | NLC - Digital Learning and Teaching Guidance (August 20)NLC - Digital Solutions to enhance Learning and Teaching.Digital SchoolData ChampionNLC - Digital Learning and Teaching Guidance (August 20)Microsoft Educator site in Glow[Education Scotland Newsletters](https://education.gov.scot/improvement/scotland-learns/)[Glow information](https://glowconnect.org.uk/) | Ongoing throughout Session 2020/21 |
| **Embed Digital Learning Experiences** across the curriculum, through development of staff digital knowledge and skills.  | Nominated digital championStaff engage with digital learning CLPLAll staff to have access to Education and Families Bulletin on GlowDevelop **Digital Pedagogy** across the curriculum:* Develop Digital Learning Pathway
* Develop consistent approaches to the use of digital learning across stages/subjects
* Increase flipped learning experiences using O365 and Glow

Develop use of virtual learning environments for learners.Embed the world of work into digital skills and learning. Develop use of school YouTube Channel/ ClassDojo as appropriate to share examples of good practice and learning strategies. | Refreshed Planning Pathway and formats(**Data/Observation/views)**Digital Tracking and monitoring - use of Insights on Teams (**Data)**Classroom Support Visits, and Forward Plan Dialogues as part of Quality Assurance procedures(**Data/Observation/Dialogues)**Staff PRD/CLPLAll staff know logins and are accessing LearnNL and other digital platforms as appropriate(**Data/Dialogues)**Develop use of collaboration tools in Glow to allow learners to work together and share learning.(**Data/Observation/Views)**Reviewed social media and digital platforms ensuring user friendly access and manageability.(**Data/Views)** | Digital ChampionDigital Leadership ProgrammePedagogy TeamNLC - Digital Learning and Teaching Guidance (August 20)Microsoft Educator site (Glow tile) <https://education.microsoft.com/en-us>Microsoft Education Resource Centre <https://www.microsoft.com/en-gb/home/education-resource-centre/educators/>NLC - Digital Solutions to enhance Learning and Teaching.LearnNL <https://learnnl.learningpool.com/login/index.php>[Glow information](https://glowconnect.org.uk/)[Professional Learning - Ed Scot](https://professionallearning.education.gov.scot/) | August 2020Nov 20 – April 21Ongoing  |

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| **February** |  |

**2020-21 Nursery Class Improvement Plan**

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| **IMPROVEMENT PRIORITY :** | **1140 expansion (term time provision):** Build on current good practice; continuing to develop a high quality provision that promotes and celebrates creativity, curiosity, and inquiry in our young learners in a nurturing, child centred learning environment. |
| **Person(s) Responsible** Who will be leading the improvement? | Elizabeth McGovern **(PT);** Audrey Bloemhoff **(Lead Practitioner);** Linda Rooney **(Equity & Excellence Lead),** and **all Nursery Staff** |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **UNCRC Article(s)** |
| 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning1.3 Leadership of change 1.4 Leadership and management of practitioners2.2 Curriculum 2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children’s progress |  | 1. Parental Engagement
2. Assessment of Children’s Progress
3. School Improvement
4. Performance Information
 | 2. Teacher Professionalism3. Parental Engagement4. Assessment of Children’s Progress5. School Improvement | 2. Closing the attainment gap between the most and least disadvantaged children3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing5. Improved outcomes for vulnerable groups | 2: Non- discrimination3: Best interests of the child5: Parental guidance13: Sharing Thought Freely24: Health, Water, Food, Environment28: Access to Education29: Aims of education31: Rest, play, Culture, Arts |

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| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state where cost is being met from. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| **Pedagogy**Establishment of Staff Team including new LP, EEL, Key worker and Support Workers.Development of **Rationale for Play Pedagogy** through critical reflection oflearning environment. Child centred **Play Pedagogy**, specifically focussing on quality interactions, experiences, and spaces. | Clearly defined roles and remits for all.Collegiate sessions and opportunities for team to get to know each other, share experiences/ good practice and build on and develop shared core values.Staff to develop their skills / knowledge and Understanding of:* Observations
* Interpretation and documentation of learning.
* Responsive and Intentional planning.
* Facilitation of learning.

GIRFEC Refresh Update | Regular Nursery Meetings and collegiate sessions(**Data/Observation/Views)**New staff becoming familiar with team and environment/ Staff feedback that they feel settled and confident in roles. (**Observation/Views)**Introduction to and effective use of Learning Journals to record learner profiles which will aid sharing of information with parents digitally. These are easily accessible on any device. (**Data/Observation/Views)**Ongoing team approach to planning with update of formats if necessary. Staff sharing expertise and knowledge on planning using schemas, CfE, Realising the Ambition and HGIOELC.(**Data/Observation/Views)**Responsive facilitation of learning based on play pedagogy and learning schemas. (**Observation/Views)**Effective and timeous Collation of Data where supports around the child are in place; early interventions identified and delivered as and when necessary.(**Data/Observation/Views)** | Nursery PLC Team on Glow to support discussion and promote CLPLRealising the ambition/ HGIOELC Challenge QuestionsForms related to staff views / HGIOELCLearning Journals APPLinda Rooney (EEL)Audrey Bloemhoff (LP) Planning FormatsSchema Theory in Early YearsProfessional ReadingRealising the AmbitionGIRFEC Planning PathwayGlow TeamsICT – iPads or LaptopsForms / Excel | August – October 2020November 2020ongoing throughout the session |
| **Learning Environment**Development of a nurturing, enriched learning environment, including high quality experiences and sensitive interactions in a variety of outdoor and indoor spaces, which support children to develop the emotional resilience they need to form a secure wellbeing base.  | All staff to be fully aware of statutory guidance on Child Protection and Safeguarding / Fire Evacuation Protocols including roles and remits / New Risk Assessment ProceduresAudit of resources / areas for learning, inside and outside the nursery.Ensure all staff are aware of updated Covid-19 Guidance from Scottish Government, NLC and Care Inspectorate – e.g. removal of soft furnishings, rotation of resources, sanitising between plays, managing access to toilet spaces to aid with minimising risk of infection.Structure and Routine of extended day for children including staggered start/finish times and bubbles within each room.Introduction of Loving Lunches - staggered lunchtimes may be considered.Critically reflect on your outdoor learning provision. Is it well used? What can we do to enhance this? What are the values of outdoor learning we can use in our developing play rationale? | Completed Evaluations from CP training / Fire Evacuation Procedures / Risk Assessments including potential Covid-19 online module / Toolbox.(**Data/Observation/Views)**Establishment of rules, routines and cleaning protocols to ensure safe and sanitised rotation of resources, learning areas, and access to toilets throughout the nursery – inside and outside. **(Observation/Views)**Introduction of group ‘bubbles’ system to ensure minimisation of risks without needing to restrict variety of learning experiences – strict rules surrounding hand washing routines/sanitisation when moving between spaces. A range of opportunities inside and outside will be offered daily.**(Observation/Views)**Introduction of group lunches – establishment of new dining space, staggered times for eating as necessary, consider resource implications.**(Observation/Views)** | Realising the Ambition documentCare StandardsHGIOELC | Throughout the year |

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**NAME OF ESTABLISHMENT:** Carbrain Primary School

**SAC/PEF ALLOCATION (FTE or resource):** £82, 236

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2020-21**

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| **Rationale for SAC/ PEF plan** |
| Please provide below detail around your rationale for the SAC plan.Consider the following: attainment, attendance, exclusion, participation, engagement.Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people. |
| The School plan identifies opportunities to develop a range of interventions and approaches the aim of which is to improve pedagogy and overall educational provision based on the 12 Interventions for Equity (Education Scotland). The key aims of the plan are to build capacity, invest in digital technology, and strengthen targeted support offerings that play a crucial role in facilitating and building children’s capacity to learn. By engaging with support offered by NLC; Cumbernauld Academy Cluster Integrated Wellbeing Bases; Pedagogy Team; and wider agencies moving forward our aim is to enhance opportunities for consistent and focused engagement with learners and their families; linking with cluster schools and CIIL’s to enhance personalised support programmes and available resources that increase capacity for developing pedagogy; planning; learner engagement, and ensures progressive programmes that meet learners needs in line with the GIRFEC Planning Pathway. With a focus on Recovery across the curriculum and beyond; we also intend to carry out a full health and wellbeing audit working alongside CLD, Social Work and Health partners to enable effective support to be coordinated and delivered for not just vulnerable children and their families but the school community as a whole. The plan focuses on delivering in the four key areas:1. Health and Wellbeing audit to ensure effective early intervention and prevention to support the emotional wellbeing and mental health of our children and families.
2. Improved pedagogical approaches, planning and curriculum rationale to support engagement and enrich learning.
3. Enhanced levels of professional practice and engagement on digital platforms including access to devices as support for children living in deprivation and identified as at risk
4. Enhanced outdoor learning environments; and pedagogy to improve outcomes for all learners.

Types of measures to be considered: * Data: children and parents’ views, attendance and engagement
* Children’s plans, pupil profiles; and, progress and achievement data packs
* Staff professional review and development and questionnaires/feedback
* Collaborative self-evaluation framework and CLPL/CPD Feedback

**Carbrain Primary School and Nursery Class**NLC has one of the strongest and fasted growing economies in Scotland, however there are still significantly high levels of child poverty within most NL wards which are above the Scottish average; indeed 35% of North Lanarkshire’s datazones are within the 20% most deprived in Scotland. Carbrain Primary School is situated in Cumbernauld South within 15-20% of the most deprived with approx. 29% of children recorded as living in poverty in the local Child Poverty Action Report 2019. Within Carbrain Primary School itself we cater for 158 children in the school and 40 in our Nursery Class; 68% of the children in the school living within SIMD 1-2; and 31% in SIMD 3-4. The average attendance rate for children living in SIMD 1-2 is 89% which has impacted on children’s learning and development, especially in language and communication; as well as socially. A significant number of children and families attending the school and nursery experience a number of risk factors that we are aware of and know can threaten children’s development including living in poverty which can impact on parents/carers ability to respond sensitively to children’s emotional needs. Evidence shows that parents/carers are not always emotionally available to respond to the needs of their child when experiencing the adverse effects of poverty with many living crisis.**Overall Priority Aims** (Linked to SIP)1. **Health and Wellbeing:** Reconnection and Recovery (Covid -19) Build on; embed; and extend the range of nurture and resilience based approaches across the school to support the mental, social, emotional and physical health of all our children, families and staff.
2. **Curriculum Recovery:** To develop effective learning and teaching practices and pedagogy that ensure excellence, equity, and opportunity for maximising learning in the broad general education.
3. **Digital Learning:** Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all.

In additional to funding a Probationer 0.20FTE (£6875) and allowing for some flexibility to allow for responsive allocations the PEF plan is detailed below. |
| **Costings**(FTE or resource) | **Focus area -**  **Intervention**Literacy / Numeracy / HWB | **Intended Outcome**Please describe your planned use of SAC/PEF allocation and what you intend to achieve. | **Evidence**Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc)  |
| *Playground Resources* £10000*Resourcing for class PE Boxes and Equipment*£1000*0.25 FTE Class Teacher TBC*£8594*Resources for sensory boxes and trails*£1000*Bounce Beyond Rebounders and Training*£1350*BoardMaker*£2000*Pantomime*£400**Total:** £24344 | Health and Wellbeing | * All children can access and participate in a range of progressive and creative **Outdoor Learning** experiences as part of the HWB curriculum
* Audit and procurement of resources
* Development of Assessments for physical fitness and stamina
* Specialist staff member to support physical fitness and HWB programme development
* Sensory Resources for class and individualised boxes
* Resource materials to support break out and nurture approaches
* Mini Rebound resources and staff training
* Boardmaker Online Subscription
* Virtual Live Interactive Pantomime and Seasonal Celebrations

**Aim***:**Improvements to outdoor learning environments; resources and training to improve pedagogy and practice.**Enhance nurturing approaches and support mental, emotional and physical wellbeing.***Measurement of impact linked to Aim:***Pupil/Staff/ Parent views/Forms/Surveys/Feedback* | * Surveys/Forms to collate feedback for planned spend and use of resources
* Attendance/engagement (Increased staff confidence and outdoor learning experiences
* Observations from outdoor learning visits
* Age and Stage appropriate Assessments
* Staff planning and professional dialogues
* Pupil, staff and parent views
* CPD evaluations and feedback
* Pre and Post intervention assessments
 |
| *Resources for home learning packs*£3000*Magnetic Boards*£460*BugClub Subscription*£1399*Support Materials*£200**Total:** £4899 | Literacy | * Age and stage appropriate reading books and resources for pupil home learning packs
* Magnetic boards and letters for all P1 children (including a set for home)
* BugClub subscription with active learn to support digital and home learning
* Learning support materials and physical aids for identified individuals (pencil grips, infant pencils, dyslexia resource and materials)

**Aim**:*Enhance learning experiences and opportunities in school and at home to ensure continuity of learning.***Measurement of impact linked to Aim**:*Pupil/Staff/ Parent views/Forms/Surveys/Feedback*  | * Feedback from staff, parents and children
* Tracking and monitoring
* Data from analysis of digital platform engagement
* Pupil Observations/ professional judgements
* YARC/Rainbow Reading Assessments
 |
| *Resources for home learning packs*£2500*Teejay Maths Workbooks*£684*Resource boxes for classrooms*£1500*Mindset Maths Texts*£150*Number Talks Classroom-Ready Books*£150**Total:** £4834  | Numeracy | * Age and stage appropriate maths workbooks and text books and resources for pupil home learning packs
* Audit and procurement of class resource boxes to support/ enhance Number Talks, active and mental maths practice
* Textbooks and teacher guides to support pedagogy; staff CLPL; and curriculum/planning refresh

**Aim**:*Enhance learning experiences and opportunities in school and at home to ensure continuity of learning.***Measurement of impact linked to Aim**:* *Pupil/Staff/ Parent views/Forms/Surveys/Feedback*
 | * Feedback from staff, parents and children
* Tracking and monitoring
* Classroom Support Visits
* Pupil Observations/ professional judgements
* MALT Assessments
 |
| *HP Pro Book*£9329*Webcams*£440**Total:** £9769  | Digital Learning/ HWB | * Investment in digital devices for staff to enable remote digital working; video conferencing and free up current devices to be available for pupils requiring the allocation of a digital device to enable and support continuity of learning from home.
* Webcams for class and SLT Desktop PCs to enable staff, pupils and classes to connect and communicate from within their bubbles to promote wellbeing, build community and stay connected.

**Aim**:*Enhance digital learning experiences; enabling communication; and access to digital devices for the most vulnerable learners***Measurement of impact linked to Aim**:*Pupil/Staff/ Parent views/Forms/Surveys/Feedback/ Digital Engagement Data* | * Feedback from staff, parents and children
* Tracking and monitoring
* Data from analysis of digital platform engagement
* Staff CLPL Data
 |
| **Total Cost:****£43846** | + Probationer: £6875 TBC = **£50, 721** - £31,515 Flexibility to allow for staffing calculations TBC and responsive allocations. |