



Driving Equity and Excellence

Improvement Action Plans

Session 2020-21

School:	Chryston Primary School
Cluster:	Chryston High School

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:	To ensure continued equity of access and opportunity for maximising learning in the broad general education.
School Priority 2:	Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.
School Priority 3:	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.

2020-21 School Improvement Priority 1

IMPROVEMENT PRIORITY 1:		To ensure continued equity of access and opportunity for maximising learning in the broad general education.			
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 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 Professional learning and leadership	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	Priority 2: Closing the attainment gap between the most and least disadvantaged children	Article 28 – right to education Article 29 – goals 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 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	Curriculum Rationale will be continually reviewed as guidance changes. Consultation and communication with all stakeholders. Refreshed Curriculum Narrative used to support and reflect in line with the four capacities of CfE	Teachers planning will reflect changes to curriculum rationale.	Education Scotland Curriculum Advice NLC Curriculum Guidance COVID-19 Re-opening of schools guidance Refreshed Curriculum Narrative	Ongoing
Children are supported through well-planned experiences and approaches 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. Ensure a consistent and shared understanding of IDL. Bundle Es and Os to maximise learning opportunities. Opportunities for outdoor learning are identified, maximised and embedded in the curriculum. Practical investigations and activities are reviewed in line with COVID-19 guidance. Reflect pedagogical approaches to support engagement and active learning.	Teachers planning will reflect core focus, planning IDL and outdoor learning experiences, with increased focus on HWB for pupil return to school. Learning visits and professional dialogue will reflect focus in core areas, outdoor learning and understanding of IDL. Teachers planning and bundled Es and Os will demonstrate shared understanding and show increased connections across learning. Regular monitoring and tracking will show that almost all children are attaining and engaging in their learning.	SSERC advice CfE Outdoor Learning Guidance Healthy Schools Website– COVID Recovery section https://healthyschools.scot/ Moderation Cycle (learning, teaching and assessment)	

		Learning visits and professional dialogue will reflect range of teaching and learning approaches.		
Robust arrangements are in place to support continued learning for children who 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. Review contingency planning for blended learning approaches.	<p>Audit of digital access for all families. Request device and deploy to identified families through NLC.</p> <p>Staff engage in ongoing CLPL related to digital learning and teaching.</p> <p>Pre and post staff self-evaluation of training and awareness of digital resources available.</p> <p>Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning.</p>	<p>Digital School</p> <p>NLC Bulletin:- Digital Learning and Teaching Approaches</p> <p>NL Continuity Resource http://tiny.cc/5otklz.</p> <p>NLC Learning Hub</p> <p>Microsoft Educator Training</p> <p>Links with NLC Digital Pathfinder Team</p> <p>Guidance to support families during self-isolation.</p>	Ongoing throughout school session 2020-2021
Gaps in learning will be addressed through careful planning and links across services.	Identify gaps in learning through careful consideration of 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.	<p>Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc,</p> <p>Teacher planning will reflect information gathered from assessments to plan next steps.</p> <p>Monitoring, tracking and attainment reviews will show that children identified progress in their learning.</p>	<p>Assessment and Moderation cycle</p> <p>Assessment resources (POLAAR, SLT etc)</p>	Ongoing throughout school session 2020-2021

2020-21 School Improvement Priority 2

IMPROVEMENT PRIORITY 2: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.					
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
2.1 Safeguarding and Child Protection 2.2 Curriculum 2.4 Personalised Support 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion	1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 10. Partnership working	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	3. Improvement in children and young people's health and wellbeing.	RRS Article 12: Right to express views RRS Article 24: Right to health care RRS Article 28: Right to 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 where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p>All school staff are familiar with the GIRFEC refresh to ensure:</p> <ul style="list-style-type: none"> • identification • Assessment • planning • implementation <p>of interventions are in place for those children and young people who need more assistance.</p>	<p>Deliver staff training on the GIRFEC refresh 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.</p>	<p>100% of staff trained and implementing the GIRFEC pathway.</p> <p>Data on revised staged intervention approach will show decreasing numbers as stages escalate</p>	<p>GIRFEC resources</p>	<p>Collegiate Time</p>
<p>Development and implementation of a social & emotional health curriculum that universally supports pupils' return to school</p>	<p>Implementing whole school programme to include the following areas:-</p> <ul style="list-style-type: none"> • 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 <p>HWB Champions meetings to support the implementation of the above programmes</p>	<p>Teachers planning will demonstrate the increased focus on mental health and wellbeing</p> <p>Qualitative and quantitative information will show that almost all children successfully engage in programmes</p> <p>Learning visits and teacher evaluations will show that almost all children are happy and engaged in their learning</p>	<p>Healthy Schools Website– Covid Recovery section https://healthyschools.scot/ RSHP website https://rshp.scot/ Emotional Literacy programmes (eg Emotion Works)</p> <p>Knowing Me Knowing You – Playback Ice wellbeing resource http://www.playbacklearningacademy.com</p> <p>Place2Be Return to School Resources https://bit.ly/37hznwC</p> <p>Building Resilience – Edinburgh City Council Resource</p> <p>Compassionate and Connected Classrooms – Education Scotland https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom</p> <p>Mindfulness activities eg Relax Kids</p>	<p>Ongoing throughout 2020/21</p>

			Mental Health First Aiders	
All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the HWB curriculum	<p>Embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.</p> <p>Active Schools Coordinators demonstrate physical active health lessons that teachers can then implement to appropriate age group</p> <p>P7 Pupils to attend outdoor learning week at Strathclyde park.</p>	As above.	<p>CfE Outdoor Learning Guidance</p> <p>Outdoor Learning from Virtual Schools (Weekly bulletin Issue 5)</p> <p>Active Schools Coordinator support</p>	<p>By June 2021</p> <p>October 2020</p>
Becoming a Rights Respecting school and embedding a child rights approach into all aspects of school life.	<p>Led by Pupil Council - Complete questionnaires and create whole school action plan</p> <p>Apply for Bronze award</p> <p>Implement Action Plan:-</p> <p>The school community learns about children's rights</p> <p>Positive Impact of on school life is evident</p> <p>Children identify as global citizens</p>	Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to	<p>Healthy Schools (links to UNCRC on planners) https://healthyschools.scot/</p>	<p>Bronze award achieved by December 2020</p> <p>Silver award achieved by June 2021</p>
Improvement in social and emotional and mental wellbeing for targeted pupils and families.	<p>Development of effective tracking and monitoring of health and wellbeing based on principles of GIRFEC.</p> <p>Implementation of targeted interventions including Nurture Group, Seasons for Growth, Anxiety Management.</p> <p>Identification of programmes for individuals/groups/families (This may be online).</p> <p>iHeart resilience programme delivered to all P6 and P7 pupils</p>	<p>Staged intervention.</p> <p>Requests for Assistance.</p> <p>Health and Wellbeing Assessments.</p> <p>Participation rates show that almost all (over 90% of) parent/carers in the targeted groups attend (virtually or otherwise)</p>	<p>Seasons for Growth resources</p> <p>Staffing</p> <p>P7 staff attend free Twilight training sessions.</p>	Ongoing

	over 11 sessions (virtual delivery)	Senior pupils equipped with and utilising strategies to manage feelings, anxieties etc. Fewer social issues between children	P6 and 7 year groups attend virtual training. £4000 (PEF funded)	By December 2020
Strong links with other services/partner agencies/third sector are firmly established to support pupils in their HWB recovery	<p>Barnardos 5 to Thrive Worker supporting families to access appropriate supports and initiatives that promote wellbeing. (Funded through PEF 0.2)</p> <p>Sharing of good practice within the newly established Integrated Cluster Wellbeing group</p> <p>Strong partnerships across all sectors through Getting it Right for Every Child policy and practice.</p> <p>Staff receive online training on the Nurture principles:- <i>An environment which offers a safe base</i> and <i>Transitions are important in children's lives</i></p> <p>Staff access presentations on</p> <ol style="list-style-type: none"> 1. Supporting Schools COVID-19 with change and loss 2. COVID-19 pupil workshop on change and loss <p>Develop clear staged intervention approaches to trauma, distress and mental health issues using relationships in school and independent</p>	<p>Tracking and monitoring of staged intervention. Requests for Assistance. Health and Wellbeing Assessments. Minutes, pastoral notes, chronologies.</p> <p>Monitoring and evaluation of services will highlight the positive impact on children's mental health and wellbeing</p>	<p>NL Continuity Resource Team http://tiny.cc/5otklz.</p> <p>Online training provided by Educational Psychologist Psychological service offer Seasons for Growth Companion</p> <p>School Counselling Service where appropriate.</p>	Ongoing

	sectors, including school counselling			
Staff wellbeing is a key focus. Colleagues formally discuss the concept of self-care - 'Taking Care of Ourselves during Challenging Times' Informal 'wellbeing check ins' are common practice to monitor how staff are feeling Opportunities are provided to encourage social conversation within teams Signposting: colleagues know where, and how, to access support, resources and online development opportunities.	Deliver NLC presentation (or alternative), facilitate discussion, promote good self-care practice. Check ins for all staff - from managers, for managers, and between peers. Weekly 'Coffee and Catch up' or 'Cup of Connectivitea' sessions – virtual opportunity for social chat and laughter Communications are shared and resources clearly signposted via own channels	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. Staff participation, positive impact on morale Staff know who to contact, within and out with school, if they need a listening ear or practical support.	'Taking Care of Ourselves During Challenging Times' - presentations/ support material provided by NLC In school support plus staff welfare officer, Time for Talking as appropriate (see below for details) Check In format provided by NLC based on NHS practice (optional use) NL Teams or other approved digital platform <u>One to One Support</u> Staff Welfare Officer 0793 928 1114 campbellc@northlan.gov.uk Time for Talking Counselling Service 0800 970 3980 <u>Information/ Resources</u> www.nllife.co.uk Education and Families Weekly Bulletin NL Teams (HWB/Staff HWB Folder) Twitter @edfamstaffwellbeing HWB Champion Link 'Taking Care of Yourself in Challenging Times' (Resource Pack for Individuals)	Issued July. Deliver August/ September Ongoing Issued July. Ongoing Ongoing Ongoing Ongoing Ongoing Dates TBC
Participation in related CLPL is encouraged.	Consider use of pre-recorded webinar content for in service discussion throughout year			

2020-21 School Improvement Priority 3

IMPROVEMENT PRIORITY 3:	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.				
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising, attainment and achievement 3.3 Increasing creativity and employability	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	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 6. Performance Information	1.Improvement in attainment, particularly in literacy and numeracy; 2.Closing the attainment gap between the most and least disadvantaged children; 4.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 4.Improvement in employability skills and sustained, positive school leaver destinations for all young people	Article 17 – The right to reliable sources of information Article 28 – The right to an education Article 29- The right to develop personality, talents and abilities

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 and young people have access to a device which enables them to engage with digital learning at home.	SLT to evaluate and review learner access needs. Education and families’ guidance on digital learning and access to be reviewed for school context. Establish a contingency plan for school device use during a period of self-isolation. Review learning plans to ensure an alternative to digital tasks. All learners and staff to be involved in the use of Acceptable use agreements.	Engagement Tracking Parental Consultation Staff evaluations of need Establishment Contingency planning	Education and Families Deployment of devices Guidance COVID-19 Re-opening of schools guidance	Ongoing

<p>Children and young people to have ease of access to digital learning platforms, which develop curricular needs.</p>	<p>All staff to issue children and young people with usernames and passwords to access online learning.</p> <p>Create an online learning overview, which is regularly reviewed.</p> <p>Issue online learning overview to children/young people and parents.</p> <p>SLT develop a strategic overview to digital learning pathway.</p>	<p>Learner evaluations Parental Consultation Planning Overviews will track use and inform overview</p>	<p>Refreshed Curriculum Narrative</p> <p>Ed Scot – What Digital Learning might look like.</p> <p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Glow Information</p>	<p>Ongoing</p>
<p>A clear communication strategy, which ensures all stakeholders know expectations of remote and flipped learning.</p>	<p>Review universal approaches to communication across the school.</p> <p>Develop a strategy to digital communication for learners and parents.</p> <p>Review and update school website, ensuring digital learning overview and links displayed.</p> <p>Launch and promote parents portal</p> <p>Continue developed use of Groupcall for all stakeholders.</p> <p>Develop consistent approaches to digital home learning.</p>	<p>Parental Consultation Staff Evaluation Digital tracking and monitoring</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Digital School</p>	
<p>Increase children and young people's opportunities to engage with learning digitally outside of the classroom environment, then sharing in class.</p>	<p>Develop consistent approaches to the use of digital learning across stages/subjects</p>	<p>Parental Consultation Learner Consultation/Evaluation Planning Tracking and monitoring Digital Tracking and monitoring</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p>	

	<p>Increase flipped learning experiences using O365 and Glow</p> <p>Communicate approaches to flipped learning to all stakeholders.</p> <p>Develop use of collaboration tools in Glow to allow learners to work together and share learning.</p> <p>Embed the world of work into digital skills and learning.</p> <p>Develop use of virtual learning environments for learners.</p>		<p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p> <p>Ed Scot- Enhancing Learning and teaching through the use of Digital Technology.</p> <p>Education Scotland Newsletters</p> <p>Glow information</p>	
<p>Consistent use of Glow as a learning and collaborative environment for all learners and staff.</p>	<p>All children and young people are able to use O365 tools effectively to enrich their learning experience.</p> <p>Glow is used to give children and young people feedback on their learning.</p> <p>Regular use is made of accessibility tools in Glow to support learner's needs.</p> <p>Children/young people and staff have access to collaborative areas in Teams.</p>	<p>Learner Consultation/Evaluation Planning Tracking and monitoring Digital Tracking and monitoring - use of Insights on Teams</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p> <p>Ed Scot- Enhancing Learning and teaching through the use of Digital Technology.</p> <p>Glow information</p>	
<p>Develop use of digital data to inform tracking of learner engagement and the digital curricular requirements</p>	<p>All staff to be involved in the evaluation of digital platform engagement data.</p> <p>Insights to be used in all learner Team groups to track use.</p> <p>Develop approaches to evaluate and track learner progress using digital platforms and learning.</p>	<p>Planning tracking and monitoring Professional judgement Digital Tracking and monitoring - use of Insights on Teams</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p>	

	SLT to develop an overview to digital platforms and their use across stages/subjects.			
Increased use of digital tools to inform assessment of learning, within school and out with the classroom environment.	<p>All staff to include digital assessment opportunities in planning</p> <p>Particular use to be made of tools which enable collaboration, assessment and evaluation: OneNote Sway Powerpoint Forms Word (in Glow)</p>	<p>Planning tracking and monitoring Learner evaluations Staff consultation Digital Tracking and monitoring - use of Insights on Teams</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Microsoft Educator site in Glow</p> <p>Education Scotland Newsletters</p> <p>Glow information</p>	
Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.	<p>Schools to nominate a digital champion</p> <p>Staff engage with digital learning CLPL</p> <p>All staff to have access to Education and Families Bulletin on Glow</p> <p>All staff to know their login for Login to Learn</p>	<p>Planning tracking and monitoring Digital Tracking and monitoring - use of Insights on Teams Staff PRD</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Microsoft Educator site in Glow</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Glow information</p> <p>Professional Learning - Ed Scot</p>	