

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2021-22**

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| **School:** | Greenhill Primary |
| **Cluster:** | Coatbridge High School |

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| Improvement Plan Summary |
| Cluster Priority: | To ensure equity for all learners & to close the attainment gap across the BGE in response of COVID-19. |
| School Priority 1: | Further 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. |
| School Priority 2: | Covid Recovery Plan for Health and Wellbeing:To further support the mental, social, emotional and physical health of all children, families and staff |
| School Priority 3: | Develop a planned approach to high quality and relevant outdoor learning opportunities which will enhance the children’s overall educational experience, linked to recorded pupil learning journeys. |

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

**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**

Trying Our Best to Ensure Everyone Achieves Success

By:

Improving learning and teaching

Raising achievement and realising potential

Encouraging lifelong learning

Working with the community for a better future

Listening and learning together

Celebrating success

Respecting the dignity and value of all

Giving pupils a safe happy place to learn.

Our Children’s Motto is

S- safe C- challenged H- happy O- outgoing O- optimistic L- learning at Greenhill Primary.

We aim to:

Continue to improve the quality of learning and teaching by following Curriculum for Excellence and embedding the values of wisdom, justice, compassion and integrity.

Raise levels of achievement and attainment by ensuring that “We are trying our very best to ensure everyone achieves success”.

Promote staff development by ensuring that all staff are given the opportunity to further professional learning at all levels.

Promote inclusion by welcoming, valuing and supporting the diverse academic and social learning of all pupils.

Work with parents, pupils and the wider community towards understanding the need for sound values in order to develop good citizenship in our society.

**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.

We share our vision with parents on every communication we have and have further developed our digital communications very well this year in our drive to become a paperless communicator. This again was crucial during the period of school closure. We will further engage with parents in this as we redevelop our school vision for our whole school community. Parents are actively encouraged to participate in evaluating the work of the school and opportunities are usually presented throughout the year via feedback sheets, ‘exit passes’ after events, a comments book, discussion groups, post it boards (You said, We Did), ‘Snapshot’ jotters monthly and more formally by questionnaires and focussed evaluation sheets. During this period of restricted physical engagement with parents we have developed more ways of engaging with parents digitally and have seen a very positive response to parental uptake of our school app, and our Twitter pages, both school and class. QR codes and online feedback forms will again be used to gather parental views and feedback as well as videos posted to Teams of class activity, parent workshop type activity and information events.

Regular engagement with Parent Council ( once a month) has driven the improvement agenda further as parents are becoming more involved in that area of developing school policy as well as monthly meetings with PTA..

We also have a Pupil Engagement group with links in with the PTA in order to help inform their planning of fundraising events and how then that money can be utilised best to support the pupils in the school. This will be a little more challenging this year, however we are exploring the possibility of using Teams video to facilitate this.

**Details of engagement with parents/carers**

**Details of engagement with learners**

We aim to involve learners at all stages of their learning and in evaluating the work of the school. We do this in class by a range of self and peer assessment and evaluation activities. Learners also self - evaluate their learning once a month before ‘Snapshot’ jotters go home- due to restrictions we will be continuing to use Teams to share work with parent, including sending VR codes via email, video links on Teams via Glow and emails themselves. The Head teacher and acting DHT engage with pupil focus groups in each class linked to school improvement priorities and pupils’ learning experiences at least once a term. All pupils are involved in a pupil voice group where they have ownership of an area of learning which they lead for the school- this year again the groups will be restricted to single classes rather than multi stage unless restrictions are changed. Impact assessments are carried out by lead staff member and pupils as well as reviewing the work of the group with School Leadership Team (SLT). Children contribute regularly to school assemblies (virtual assemblies will continue) to share learning and information regarding their pupil focus group as well as their learning experiences both in school and beyond.

This session pupils have had huge engagement with our reaccreditation work around our Gold Award for Rights Respecting Schools which has just taken place. This work is embedded in our ethos and curriculum so there is no separate Improvement Priority for it, rather it is a thread that runs through all work that we do, led by one of our class teachers and the P7 pupils. This is an initiative that we undertake jointly with Drumpark – this year the collaborative work has been done virtually via Teams.

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
 |
| 1. Developing as a community of faith and learning
 |
| 1. Promoting Gospel Values
 |
| 1. Celebrating and Worshiping
 |
| 1. Serving the common good.
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**2021-22 Cluster Improvement Plan**

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| IMPROVEMENT PRIORITY: | To ensure equity for all learners & to close the attainment gap across the BGE in response of COVID-19. |
| Person(s) Responsible Who will be leading the improvement? | **HT/ HoE, school delegated leads for each workstream** |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)**  |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **1. School Leadership** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.3 Leadership of Change** | **5. Promoting a high quality learning experience** | **NA** | Article 28 - right to education  |
| **4. Improvement in employability skills and sustained positive destinations** | **2. Teacher Professionalism** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **2.2 Curriculum** | **6. Differentiated Support** | **NA** | Article 29 - goals of education  |
| Choose an item. | **4. Assessment of Children's Progress** | Choose an item. | **2.3 Learning, Teaching and Assessment** | **7. Using Evidence and Data** | **NA** | Choose an item.  |
| Choose an item. | **3. Parental Engagement** | Choose an item. | **2.4 Personalised Support** | **10. Engaging beyond the school** | Choose an item. | Choose an item.  |
| Choose an item. | **5. School Improvement** | Choose an item. | **3.2 Equality and Inclusion** | **10. Partnership Working** | Choose an item. | Choose an item.  |
| Choose an item. | **6. Performance Information** | Choose an item. | Choose an item. | **11. Professional learning and leadership** | Choose an item. | Choose an item. |

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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) | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Refreshed curriculum rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning. | Consultation and communication with all stakeholders following Education Scotland and NLC curriculum guidance.Reflect curriculum design principles and Refreshed Curriculum Narrative. | Consultation questionnaire results with all stakeholders.Teacher’s planning will reflect changes to curriculum rationale.  | Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Children are supported through shared, consistent understanding of standards (in literacy/numeracy) and well-planned experiences and approaches based on moderation cycle to become more independent in their learning. | Sustained focus in planning and delivery of high quality core learning in Literacy, Numeracy and HWB as well as IDL/STEM.CLPL identified for staff (literacy /numeracy/ STEM/ Digital/ Pedagogy) Ensure a consistent and shared understanding of standards, pace and challenge for all learners through professional dialogue and moderation of planning, experiences and high quality periodic assessments.Bundle Es and Os to maximise learning opportunities.Opportunities for outdoor and digital learning are embedded as part of planning and curriculum rationale. | Teachers planning will reflect core areas, STEM/IDL and outdoor/digital learning experiences.Learning visits and professional dialogue will reflect focus in core areas, outdoor learning/digital and STEM/IDL.Teacher’s collaboratively plan virtually, bundle Es and Os and engage in professional dialogue to ensure shared understanding of standards.Learner conversations will reflect understanding of planned learning.Regular monitoring and tracking will show that almost all children are attaining and engaging in their learning.Learning visits and professional dialogue will reflect range of teaching and learning approaches. | Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Robust arrangements are in place to support progressive high quality learning for children who are unable to attend school. | All children have equity of access to high quality remote learning experiences.Ensure equity of access to technology and connectivity for all families.Promote and familiarise staff with new Digital school/Virtual classroom materials.CLPL ongoing for digital learning.Review contingency planning for high quality blended learning approaches. | Audit of digital access for all families.Request device and deploy to identified families through NLC.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.Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning. | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Identified gaps in learning will be addressed through careful planning, high quality learning and teaching experiences and appropriate interventions. | Identify gaps in learning through careful consideration of assessment approaches, ongoing observations and higher order questioning.Adaptations to core planning to support differentiation and progression in learning.Interventions identified for targeted groups with clear, measurable targets set.Empowered cluster support identified for short term targeting.Ongoing and periodic high quality assessment and moderation approaches used effectively to support teacher professional judgement of achievement of a level. | Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc,Teacher planning will reflect information gathered from assessments to plan next steps.Monitoring, tracking and attainment reviews will show children progress in their learning. Data evidence will show an improving trend in professional judgement of attainment across the cluster.  | Nov 2021, Feb 2022Completion by June 2022 |  |
| **Resources**Please include costs and, where relevant, state where cost is being met from.Refreshed Curriculum Narrative, Moderation Cycle, Digital School, Building Back Better research and Education Scotland GuidanceAssessments cost (if identified)CLPL, Learning Hub and Pedagogy Team – cost outlined |

**2021- 22 Improvement Plan Priority 1- Digital**

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| IMPROVEMENT PRIORITY: | **Further 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? | **Acting DHT School designated lead for each workstream**  |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **5. School Improvement** | **1. Improvement in attainment, particularly literacy and numeracy** | **2.2 Curriculum** | **5. Promoting a high quality learning experience** | Choose an item. | Article 28 - right to education |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **1. School Leadership** | **2. Closing the attainment gap between the most and least disadvantaged children** | **2.3 Learning, Teaching and Assessment** | **6. Differentiated Support** | Choose an item. | Article 29 - goals of education |
| Choose an item. | **3. Parental Engagement** | **5. Improved outcomes for vulnerable groups** | **3.2 Equality and Inclusion** | **4. Targeted Approaches to Literacy and Numeracy** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | **2.4 Personalised Support** | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
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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) | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| All children and young people have access to a device which enables them to engage with digital learning at home.  | SLT and Pupil support staff 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 leaners and staff to be involved in the use of Acceptable use agreements.  | Engagement TrackingParental ConsultationStaff evaluations of needEstablishment Contingency planning  | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Children and young people to have ease of access to digital learning platforms, which develop curricular needs.  | All staff to issue children and young people with usernames and passwords to access online learning. Create an online learning overview, which is regularly reviewed. Issue online learning overview to children/young people and parents. SLT develop a strategic overview to digital learning pathway. | Learner evaluationsParental Consultation Planning Overviews will track use and inform overview  | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| A clear communication strategy, which ensures all stakeholders know expectations of remote and flipped learning.  | Review universal approaches to communication across the school. Develop a strategy to digital communication for learners and parents.Review and update school website, ensuring digital learning overview and links displayed. Launch and promote parents portalContinue developed use of Groupcall including investigating use of video call for parents’ meetings for all stakeholders. Develop consistent approaches to digital home learning. | Parental ConsultationStaff EvaluationDigital tracking and monitoring | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Increase children and young people’s opportunities to engage with learning digitally outside of the classroom environment, then sharing in class. | Develop consistent approaches to the use of digital learning across stages/subjectsIncrease flipped learning experiences using O365 and GlowCommunicate approaches to flipped learning to all stakeholders.Develop use of collaboration tools in Glow to allow learners to work together and share learning.Embed the world of work into digital skills and learning. Develop use of virtual learning environments for learners.  | Parental ConsultationLearner Consultation/EvaluationPlanning Tracking and monitoringDigital Tracking and monitoring  | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Consistent use of Glow as a learning and collaborative environment for all learners and staff.  | All children and young people can use O365 tools effectively to enrich their learning experience.Virtual classrooms are set up by teachers for each class, updated regularly and used as part of learning and teaching both in class and at home. Glow is used to give children and young people feedback on their learning. Regular use is made of accessibility tools in Glow to support learner’s needs. Children/young people and staff have access to collaborative areas in Teams.  | Learner Consultation/EvaluationPlanning Tracking and monitoringDigital Tracking and monitoring - use of Insights on Teams | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| 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 approaches to evaluate and track learner progress using digital platforms and learning. SLT to develop an overview to digital platforms and their use across stages/subjects.  | Planning tracking and monitoringProfessional judgementDigital Tracking and monitoring - use of Insights on Teams | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Increased use of digital tools to inform assessment of learning, within school and out with the classroom environment.  | All staff to include digital assessment opportunities in planningParticular use to be made of tools which enable collaboration, assessment and evaluation:OneNoteSwayPowerpointFormsWord (in Glow) | Planning tracking and monitoringLearner evaluationsStaff consultationDigital Tracking and monitoring - use of Insights on Teams | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.  | Schools to continue with nominated digital championApply for Digital Schools AwardAll staff engage with digital learning CLPLAll staff to have access to Education and Families Bulletin on GlowAll staff to know their login for LearnNL Improvement and Innovation Hub and access Professional learning opportunities via this platform. | Planning tracking and monitoringDigital Tracking and monitoring - use of Insights on TeamsStaff PRD | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| **Possible options for Year 2 or 3- depending on progress of Year 1, may be undertaken in part 2021-22.**  |
| **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) | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Through developed contingency and online learning plans, children and young people experience continued and progressive learning both in school and remotely.  | SLT to develop contingency and online learning plans for remote learning. Staff to develop remote learning plans for those unable to be in school.Staff to embed NL Digital School/Virtual Classroom and National learning into remote offer. Planning to be part of ongoing tracking and monitoringTrack and monitor engagement of remote learners.  | Planning, tracking, and monitoringLearner evaluationsStaff consultationParental Evaluations | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Plan approaches to digital pedagogy, to develop and enhance effective learning and teaching. | Digital Champion to work with SLT to develop guidance on digital pedagogyDevelop learning and teaching policy to include digital pedagogies. Review of approaches to learning and teaching to plan for most effective digital use. Continue staff CLPL on pedagogical approaches to using digital technology | Planning, tracking, and monitoringStaff consultationDigital engagement dataPRDLearner consultationClass observations | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Attainment data is used to inform targeted digital interventions.  | Review attainment data to identify learning gapsTarget use of digital technologies to support learning interventionsPlan PEF spend/interventions to address digital needs in school. CLPL to be sourced and provided on digital interventions to support learning | Planning, tracking, and monitoringStaff consultationDigital engagement dataPRD | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Embed digital approaches to assessment for and of learning to inform learners’ next steps and progress.  | Review school’s assessment policyIdentify digital approaches to assessment of learning including learning journalsOffer CLPL on digital assessment Develop whole school approaches to assessment for learningIdentify and implement ways digital can enhance learner feedback and collaboration.  | Staff consultationPRDPlanning, tracking, and monitoringClassroom observationsReporting |  |  |
| Using digital technologies, children and young people are given increased experience of flipped learning.  | Review current planned home learningDevelop opportunities for children and young people to lead their own learning at homeUse Glow and digital technologies to enable safe collaboration during flipped learning.Provide staff with CLPL opportunities to develop skills in flipping learning and teaching.  | Planning, tracking, and monitoringLearner evaluationsStaff consultationParental evaluationsDigital engagement data |  |  |
| The impact of digital pedagogy is tracked and monitored by staff and school leaders.  | Develop tracking and monitoring to include digital pedagogyDigital Champion to track impact of pedagogies being developedReview digital approaches to teaching and learning with all staffDevelop Teaching and Learning policy to include approaches that had greatest impactDevelop use of the Digital School to support pedagogical practice.  | Planning, tracking, and monitoringLearner evaluationsStaff consultationParental evaluationsDigital engagement data | Sep 2021, Oct 2021,Nov 2021, Jan 2022 |  |
| Children and young people experience progressive digital skills within and across the curriculum.  | Review digital skills experienced by young people as part of the curriculum and wider learningDevelop planning to include the teaching of digital skills across all subject areas. Develop learning experiences to show links to the world of work.  | Planning, tracking, and monitoringLearner evaluationsStaff consultation |  |  |
| Digital Technologies are used to continue the inclusion of the wider community and pupil voice in school improvement.  | Review approaches to engaging with wider communityDiscuss with community partnerships ways to engage digitallyPlan for pupil voice/pupil council groups to engage with digital technologies to develop whole school involvementContinue development of digital transition experiences.  | Planning, tracking, and monitoringLearner evaluationsStaff consultationParental evaluationsDigital engagement data |  |  |
| Digital skills for the whole family are developed to support access to learning.  | Through attainment and engagement data identify families who may need further support. Use Digital School guides to support wider family learningPlan Digital workshops to support family learning. As a cluster develop plans to support family digital skills  | Planning, tracking, and monitoringStaff consultationParental evaluationsDigital engagement data |  |  |
| **Resources**Please include costs and, where relevant, state where cost is being met from. |

**2021-22 School Improvement Priority 2 – Health and Wellbeing**

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| IMPROVEMENT PRIORITY: | Covid Recovery Plan for Health and Wellbeing To further support the mental, social, emotional and physical health of all children, families and staff |
| Person(s) Responsible Who will be leading the improvement? | **Head Teacher – Designated lead for each workstream**  |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **3. Improvement in children's and young people's health and wellbeing** | **1. School Leadership** | Choose an item. | **2.1 Safeguarding and CP** | **1 Early Intervention and Prevention** | Choose an item. | Article 3 - best interests of the child |
| Choose an item. | **2. Teacher Professionalism** | Choose an item. | **2.2 Curriculum** | **2. Social and Emotional Wellbeing** | Choose an item. | Article 12 - respect for the views of the child |
| Choose an item. | **3. Parental Engagement** | Choose an item. | **2.4 Personalised Support** | **3. Promoting healthy lifestyles** | Choose an item. | Article 24 - health and health services |
| Choose an item. | Choose an item. | Choose an item. | **2.7 Partnerships** | **10. Partnership Working** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | **3.1 Ensuring wellbeing** | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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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) | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Analysis of the HGIOS 4 - 3.1 self evaluation audit has informed elements of the HWB improvement plan and identified appropriate staff development needs  | Analyse the self evaluation audit to identify priorities for improvement planCLPL identified for staff e.g.:-* Training in use of pastoral notes & chronology
* Solihull training
* Nurturing approaches
* Resilience Toolkit
* RSHP
* Child Protection
* ASSIST
* Peep Training (Early Years)
 | Staff engage in ongoing CLPL related to HWB needs identifiedPre and post self-evaluation of staff training demonstrate increased knowledge and confidence | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Data from the SDQ has been analysed to plan for children’s wellbeing | Attend SDQ training from Youth in Mind trainers to analyse school dataUse data to identify children who may require wellbeing intervention via the GIRFEC pathway (e.g. Seasons for Growth, School Counselling) | Pre and post self-evaluation of staff training demonstrate increased knowledge and confidenceTracking and monitoring of staged intervention | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Staff, children and young people know and understand the use of the GIRFEC principles and processes and wellbeing indicatorsIdentified staff (normally Named Person) are more confident in the reviewing, assessing and planning cycle using a strengths based approach on the analysis of risk and protective factors  | Deliver staff training on the GIRFEC refresh to support 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.Attend training on GIRFEC Refresh Part 2 – A Learner Journey –* Wellbeing Assessment
* Analysing data using assessment tools
* Action Planning
 | 100% of staff trained and are implementing the GIRFEC pathway. Data on revised staged intervention approach will show decreasing numbers as stages escalateIdentified staff have been trained and are implementing the GIRFEC Refresh Part 2 –  A Learner Journey | Sep 2021, Oct 2021,Nov 2021Completion by Dec 2021 |  |
| The use of the Wellbeing Application provides a secure recording system for wellbeing assessments and plans | Identified staff complete the e-learning module and courseWhere appropriate, Wellbeing plans are created using the app for pupils who have more significant needs | GIRFme plans are uploaded to appWellbeing information is safely secured on the appRelevant staff have access to wellbeing information | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| All teaching staff promote the wellbeing of all children through the integration of progressive HWB programmes and PEPAS focus. | Continuing with implementing whole school Recovery programmes to include the following areas:-* Resilience – normalising anxiety, setting goals, embracing failure
* Self Esteem – building their own strengths
* Relationships – communication and resolving conflict
* Healthy bodies, healthy minds – being active, sleep patterns
* Relaxation – breathing exercises, stretches
* Emotional health – understanding and responding to feelings

HWB Champions attend meetings to support the implementation of the above programmesContinued work towards Sport Scotland GOLD award.  | Teachers planning will demonstrate the increased focus on mental health and wellbeingLearning visits and teacher evaluations will show that almost all children are happy and engaged in their learningLearner conversations will reflect understanding of planned learning.Staff engage in ongoing CLPL related to HWBGOLD Sport Scotland award achieved  | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| 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 | Embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.Participate in the Active Schools led outdoor programmes e.g.* Cycling
* Athletics
* Orienteering
* P7 Strathclyde Park programme
 | Teachers planning will demonstrate the increased focus on mental health and wellbeingLearning visits, learner conversations and teacher evaluations will show that almost all children are happy and engaged in their learning | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| RSHPChildren and young people have the relevant knowledge, skills and values to:-* make informed and positive choices about forming relationships,
* make safer decisions about their sexual and emotional health and wellbeing in a responsible and healthy manner
* develop an understanding of the complex role and responsibilities of being a parent or carer
 | Identify gaps in learning through careful consideration of assessment approaches, ongoing observations and higher order questioning.Planning and delivery of high quality core learning in RSHPCLPL identified for staff | Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc,Teachers planning will reflect core learning experiences Staff engage in ongoing CLPL related to RSHP needs identified | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Continuing to promote and embed a child rights approach into all aspects of school life as a GOLD RRSA school (Reaccreditation status to be confirmed in August)  | Establish Action Plan for sharing the learning with other schools as a GOLD RRSA school.:-* Teaching and learning about rights
* Teaching and learning through rights
* Being ambassadors for the rights of others
* Campaigning culture to highlight and support Rights Education
 | Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled toPositive Impact of on school life is evidentChildren identify as global citizens | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| All staff are ‘trauma informed’ to ensure there is a consistency of approaches and shared language to supporting children across the school | Use nurturing relationships as the basis of response to trauma and embed a nurture approach across the schoolUse partner agencies at Additional and Intensive level (Educational Psychologist, Third Sector)  | Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Strong links with other services/partner agencies/third sector are firmly established to support pupils in their HWB recovery | Engage with appropriate partners (including 3rd sector) from Healthy Schools Plus EventCreate a bespoke programme based on the needs of our pupils (both at universal and additional levels) | Tracking and monitoring of staged interventionQualitative and quantative information will show that almost all children successfully engage in programmes | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Increased family learning opportunities around developing positive mental health and wellbeing for all. | Community Learning and Development Workers supporting families to access appropriate supports and initiatives that promote wellbeing. Sharing of good practice within the Integrated Cluster Model | Tracking and monitoring of staged intervention.Requests for Assistance.Health and Wellbeing Assessments.Minutes, pastoral notes, chronologies. | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| **Staff wellbeing remains a key focus.** Managers and HWB Champions encourage good self-care and provide opportunities for colleagues to discuss their wellbeing. | Slide sets, posters and other resources are available and may be used to support team discussion and promote good self-care practice. These can be accessed via the HWB Champions Team and Work Well NL links in the resources section below. | Regular discussion and sharing of ideas and good practice. Self-care is understood as a necessity that includes physical and psychological care. Stress management skills are shared and encouraged. | Ongoing throughout the year |  |
| Informal ‘wellbeing check ins’ take place regularly among staff to monitor how individuals and groups are feeling - *‘Are you ok?’ ‘Are you sure you’re ok?’* | Check ins for all staff - from managers, for managers, and between peers. Staff may benefit from buddying up e.g. wellbeing check in groups of two, three or four colleagues. | Staff talk about how they are feeling and access support from peers, managers and external support services that are clearly signposted.Accessing support is regarded as a strength, not a weakness. | Ongoing throughout the year |  |
| Opportunities are created for staff to come together for informal chat. | Regular catch ups (virtual or socially distanced if necessary) with an emphasis on light-hearted informal social conversation. | Staff participate in opportunities; there is a visible impact on morale. | Ongoing throughout the year |  |
| There is clear signposting towards staff wellbeing resources, including written guidance, courses and supports. | Health and Wellbeing Champions are known to staff and have agreed methods for sharing staff wellbeing information e.g. notice board, digital folder, staff meetings, inset days.HWB Champions are encouraged to attend HWB Champion events wherever possible. They are given time during staff meetings and Inset days to share staff wellbeing information/ facilitate wellbeing discussion or activities. | Colleagues access resources and share recommendations with each other.All schools and centres are represented at key HWB events and all staff have access to staff wellbeing information and resources. | Ongoing throughout the year. |  |
| **Resources**Healthy Schools Framework <https://healthyschools.scot/> Resources for School Staff to Support Positive Mental Wellbeing of Children and Young People <https://education.gov.scot/media/ajhbcvmx/positive-mental-wellbeing-resources.pdf> Emotional Literacy programmes (e.g. Emotion Works)Building Resilience – Edinburgh City Council ResourceCompassionate and Connected Classrooms – Education Scotland <https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom>Mindfulness programmes (e.g. Relax Kids, Ten for Zen)Stress and Anxiety Training from Psychological ServicesBarnardos – It’s All About Relationships <https://www.youtube.com/watch?v=0RyD-ueKCOc>God’s Loving Plan (Scottish Catholic Education Service)RSHP resource <https://rshp.scot/>NHS Education Scotland Trauma informed resources and training programmes – ‘Opening Doors’ and ‘Sowing Seeds’ Animations <https://bit.ly/3gNNEI0>Glasgow Motivation and Wellbeing Profile <https://education.gov.scot/improvement/learning-resources/wellbeing-profile-glasgow-motivation-and-wellbeing-profile-gmwp/> **Staff Wellbeing Resources**[Link to staff wellbeing resources on MS Teams](https://teams.microsoft.com/_#/school/files/Staff%20Wellbeing%20Resources?threadId=19%3A9e3b674f581b4e4fb275d6c512ba5c9e%40thread.tacv2&ctx=channel&context=Covid%2520Recovery%2520Plan%25202021-22%2520(Staff%2520Wbg%2520Resources))&rootfolder=%252Fsites%252FHWBChampions20%252FShared%25)[Link to staff wellbeing resources on workwell NL](https://www.nllife.co.uk/covid-updates-mental-wellness-home-page/)For additional/ alternative resources please contact Catherine Campbell at campbellc@northlan.gov.uk |

**2021-22 School Improvement Priority 3**

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| **IMPROVEMENT PRIORITY 3:** | **Develop a planned approach to high quality and relevant outdoor learning opportunities which will enhance the children’s overall educational experience, linked to recorded pupil learning journeys.** |
| **Person(s) Responsible** Who will be leading the improvement? | **HT overall responsibility** **Working Party Lead – TBC (class teacher) as person due to lead has now been seconded to cluster, priority may change.** |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **3. Improvement in children's and young people's health and wellbeing** | **1. School Leadership** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.2 Leadership of Learning** | **2. Social and Emotional Wellbeing** | Choose an item. | Article 13 - freedom of expression |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **2. Teacher Professionalism** | **2. Closing the attainment gap between the most and least disadvantaged children** | **2.2 Curriculum** | **5. Promoting a high quality learning experience** | Choose an item. | Article 28 - right to education |
| Choose an item. | **5. School Improvement** | Choose an item. | **2.3 Learning, Teaching and Assessment** | **10. Engaging beyond the school** | Choose an item. | Article 29 - goals of education |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
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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) | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates/Evidence** |
|  Via audit of school existing practice plan school policy and practice.  | Use Self Evaluation toolkit (Education Scotland ) whole school, process evaluation with staff, pupils and parents whole school. | Analysis of data will inform next steps and planning for whole school implementation  | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by Dec 2022 |  |
| Children will have the opportunity to experience quality Outdoor Learning experiences. | P1 children will participate in a progressive and creative range of outdoor learning opportunities which form a clear part of the curriculum. Weekly session at Dunbeth Park as well as using the school outdoor environment to develop outdoor learning skills linked to pupil entitlements and curriculum P7 children will participate in Strathclyde Park Outdoor Activity week (Sep 2021)All pupils will begin to experience planned, good quality outdoor learning experiences throughout the year. | Pupil and staff feedback dataParent views | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
| Children P1-3 will record learning journeys based on Outdoor Learning developing programme and experiences.  | P1 childen will record with teacher via floor book/ wall display, P2 and P3 children will begin to record digitally. | Quality of recording system trialled and pupil views, parent views, staff views. Observed lessons, monitoring of progress linked to plan  | Sep 2021, Oct 2021,Nov 2021, Jan 2022Completion by June 2022 |  |
|  | Staff will explore learner journey recording from P4-7 to enable further work to be undertaken. | Staff meeting minutes, discussion, professional reading and collaborative practice.  | Dec 2021 Ongoing |  |
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| **Resources**Please include costs and, where relevant, state where cost is being met from. |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT:**

**SAC/PEF ALLOCATION (FTE or resource):**

**Greenhill PS**

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2021-22**

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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. |
| No SAC allocation PEF allocation is £73 512 plus the 15% Pupil Premium which totals £84539 for 2021-22 with a carry forward from 20-21 of £16634 totalling £ 101173Costings as listed below- totalling £89720, further spend (£11453) to be decided and agreed by Oct 2021.  |

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| **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)  |
| Additional Teacher allocation 1FTE £54443 £6847Differential cost substantive PT to Acting DHT£14022Authority Match fund 0.3FTE teacher £12354£2054 | Education Recovery ( costing includes additional payment in respect of possible pay award for 21-22)Leadership of Digital Strategy across the schoolEducation Recovery ( costing includes additional payment in respect of possible pay award for 21-22) | Allowing an additional class to be staffed meaning that overall class sizes were reduced. This will increase the recovery curriculum pace and impact on pupil attainment. SMT position to allow essential senior management post duties to be carried out to support attainment and achievement using a strategic digital curriculum. Allowing an additional class to be staffed meaning that overall class sizes were reduced. This will increase the recovery curriculum pace and impact on pupil attainment | Teacher assessment MALT YARC for individual children SNSA results Teacher ACEL data SMT/Teacher observation Pupil feedback Pupil motivation levels Home engagement in Virtual classroom learning Data gained from Flipped Learning. Teacher assessment MALT YARC for individual children SNSA results Teacher ACEL data  |