



***Driving Equity and Excellence***

## **Improvement Action Plan**

**Session 2019-20**

<b>School/Establishment:</b>	Holy Family Primary
<b>Date Submitted:</b>	27.5.19

<b>Scottish Attainment Challenge School:</b>	No
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<b>Pupil Equity Fund Allocation:</b>	£31,200
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## 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 the new School Improvement Plan.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our 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

In Holy Family Primary School our vision is of a loving, nurturing, achieving school where the Gospel values are at the heart of everything we do. We endeavour to offer motivating, challenging and progressive learning opportunities within an inclusive, safe and caring faith environment where we can encourage all pupils to become lifelong learners.

We work together to ensure that everyone in our school is happy, engaged and achieving success in their learning.

In specific terms the school aims and objectives are:

To strive to improve learning and attainment and remove barriers to this by promoting equality of opportunity for all.

To develop faith, integrity, righteousness and independence in our young people.

To ensure our learners feel valued, nurtured and have a wide range of opportunities to build on their talents in keeping with Developing Scotland's Young Workforce.

To develop active engagement with our local community fostering mutual trust and respect and enabling us to develop active and responsible citizens.

HOLY FAMILY PRIMARY

"A PLACE OF HAPPINESS, FAITH, MUTUAL RESPECT AND KINDNESS  
WHERE WE CAN GROW AND LEARN TOGETHER."

## Audit and Consultation

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

### **Details of engagement with parents/carers**

We shared our proposed priorities with our parent council at our meeting.  
We shared our proposed priorities with our parents and carers through an information letter and post on the school website.  
We shared our proposed priorities with our parents and carers through a twitter link.  
We shared our proposed priorities with our parents and carers through an information presentation at our spring parents night.  
We invited their suggestions and proposed amendments in this way.

### **Details of engagement with learners**

We shared our proposed priorities with our learners at our Thinking Circles and asked them for their input.  
They reviewed their experiences of last year's improvement priorities and described which specific skills they wanted to develop.

## 2019-20 Improvement Plan

<b>Establishment Priority 1:</b>	Improvement in attainment, particularly in literacy within the area of writing Planned moderation activities at school, cluster and beyond level. Development of a more robust shared understanding of the standards and in clusters plan regular opportunities to have professional dialogue about children's achievement of a level.
<b>Establishment Priority 2:</b>	Improvement in the role of pupil voice through exploration and embedding of How Good Is OUR School within Holy Family Primary
<b>Establishment Priority 3:</b>	Improvement in understanding of mental health triggers and the corresponding use of strategies for emotional self regulation through exploration and embedding of Emotionworks resource.
<b>Establishment Priority 4:</b>	Improvement in attainment and progression of skills indigital technologies in ICT leading to improvement in employability skills.

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

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> <li>Improvement in attainment, particularly literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>Improved outcomes for vulnerable groups</li> </ol>	<ol style="list-style-type: none"> <li>Early intervention and prevention</li> <li>Social and emotional wellbeing</li> <li>Promoting healthy lifestyles</li> <li>Targeted approaches to literacy and numeracy</li> <li>Promoting a high quality learning experience</li> <li>Differentiated support</li> <li>Using evidence and data</li> <li>Employability and skills development</li> <li>Engaging beyond the school</li> <li>Partnership working</li> <li>Professional learning and leadership</li> <li>Research and evaluation to monitor impact</li> </ol>	<ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	<ol style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children's and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>

<i>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.</i>	<b>Developing in Faith Themes</b>	<i>All schools are encouraged to consider links to Rights Respecting Schools. 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.</i>  <i>The articles can be found <a href="#">here</a>.</i>
	1. Honouring Jesus Christ as the Way, the Truth and the Life	
	2. Developing as a community of faith and learning	
	3. Promoting Gospel Values	
	4. Celebrating and Worshiping	
5. Serving the common good.		

**IMPROVEMENT PRIORITY 1:** See CNHS cluster improvement plan 2019-20.

<b>Person(s) Responsible</b> Who will be leading the improvement?					
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?

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<b>IMPROVEMENT PRIORITY 2: Improvement in the role of pupil voice through exploration and embedding of How Good Is OUR School within Holy Family Primary</b>					
<b>Person(s) Responsible</b> Who will be leading the improvement?		Frances Wilson HT			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
QI 1.1 Self evaluation QI 1.2 Leadership of learning QI 2.3 Learning, teaching and assessment QI 3.2 Raising attainment and achievement	1.Early intervention and prevention 2.Social and emotional wellbeing 5.Promoting a high quality learning experience 12.Research and evaluation to monitor impact	1. School Leadership  5.School Improvement	1.Improvement in attainment, particularly in literacy and numeracy  3.Improvement in children's and young people's health and wellbeing	1.Improvement in attainment, particularly literacy and numeracy  3.Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	2.Developing as a community of faith and learning

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Improved staff knowledge of this document and its role in relation to our own HGIOS 4 self evaluations.	Staff engagement with the How Good Is OUR School document stage 1 through self evaluation.	Increased staff knowledge of this document.  Use of challenge questions and features of highly effective practice to facilitate this.	How Good Is OUR School document stage 1 <ul style="list-style-type: none"> <li>• <a href="https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18">National Improvement Hub</a> <a href="https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18">https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18</a></li> <li>• <a href="https://education.gov.scot/improvement/Documents/learner-participation-readiness-checklist.pdf">Learner Participation Readiness Checklist</a> <a href="https://education.gov.scot/improvement/Documents/learner-participation-readiness-checklist.pdf">https://education.gov.scot/improvement/Documents/learner-participation-readiness-checklist.pdf</a></li> <li>• <a href="https://education.gov.scot/improvement/Documents/learner-participation-framework-for-implementation.pdf">Learner participation Framework for Implementation</a> <a href="https://education.gov.scot/improvement/Documents/learner-participation-framework-for-implementation.pdf">https://education.gov.scot/improvement/Documents/learner-participation-framework-for-implementation.pdf</a></li> <li>• <a href="https://education.gov.scot/improvement/Documents/learner-participation-planning-tool.pdf">Learner Participation Planning Tool</a> <a href="https://education.gov.scot/improvement/Documents/learner-participation-planning-tool.pdf">https://education.gov.scot/improvement/Documents/learner-participation-planning-tool.pdf</a></li> <li>• <a href="https://education.gov.scot/improvement/Documents/self-evaluation-mapping-tool.pdf">Self-evaluation Mapping Tool</a> <a href="https://education.gov.scot/improvement/Documents/self-evaluation-mapping-tool.pdf">https://education.gov.scot/improvement/Documents/self-evaluation-mapping-tool.pdf</a></li> </ul>	Oct 19-calendar of CLPL opportunities created and shared with staff.  Whole staff TLC sessions throughout Aug – Dec 2019 at predecided DTs and inservice days.
Improved staff knowledge of this document and its role in relation to our own HGIOS 4 self evaluations	<b><u>Staff reflection on the 4 arenas of participation and where our school sits within this at this time.</u></b>	Increased staff knowledge of this document Use of challenge questions and features of highly effective practice to facilitate this.	As above	Whole staff TLC sessions throughout Aug – Dec 2019 at predecided DTs and inservice days.



<p>Improved staff knowledge of this document and its role in relation to our own HGIOS 4 self evaluations</p> <p>Increased whole school learner involvement in self evaluation.with a particular focus on theme 1– our relationships.</p>	<p>Investigation and overview of the 5 big themes. Our relationships Our learning and teaching Our school and community Our health and wellbeing Our successes and achievements Exploration and overview of the 3 key aspects to each of the above.( staff )</p> <p>Investigation the first of the 5 big themes - our relationships - led by BAD group ( learners) leading to whole school participation in their planned reflective activities.</p>	<p>Increased staff knowledge of this document. Through their participation in leading a thinking circle at these key points.</p> <p>Increased learner knowledge of How Good Is OUR School Part 2 with a specific focus on theme 1 – Our Relationships.</p>	<ul style="list-style-type: none"> <li>• How Good Is OUR School Part 2</li> <li>• SHANARRI wellbeing wheel.</li> </ul>	<p>Whole staff TLC sessions throughout Jan – June 2020 at predecided DTs and inservice days.</p> <p>Whole school Thinking Circles focus on Theme 1 – Our Relationships throughout Jan – June 2020.</p> <p>Whole school learner participation in self evaluation activities throughout Jan – June 2020</p>
<p>Improved staff knowledge of this document and its role in relation to our own HGIOS 4 self evaluations</p> <p>Increased whole school learner involvement in self evaluation with a particular focus on the rights of the child within the context of Gospel Values.</p>	<p>Exploration of children’s rights in relation to the HGIOS document using education Scotland highlighted resources – staff. ( see over ) Exploration of children’s rights using unicef child friendly resources.- learners. Identification of crossover between these, HGIOS 4 for learners and our Catholic gospel values.</p>	<p>Increased staff knowledge of this document evidenced in pre / post evaluation questionnaires</p> <p>Increased learner involvement in self evaluation evidenced through participation in Thinking Circles analysis of the features of highly effective practice.</p>	<p>How Good Is OUR School Part 2</p> <p><a href="https://www.cypcs.org.uk/education">https://www.cypcs.org.uk/education</a></p> <p><a href="https://www.unicef.org.uk/rights-respecting-schools/the-right-to-participation/">https://www.unicef.org.uk/rights-respecting-schools/the-right-to-participation/</a></p> <p><a href="https://www.cypcs.org.uk/education/golden-rules">https://www.cypcs.org.uk/education/golden-rules</a></p> <p><a href="https://plan-international.org/child-friendly-poster-convention-rights-child">https://plan-international.org/child-friendly-poster-convention-rights-child</a></p>	<p>Whole staff TLC sessions throughout Jan – June 2020 at predecided DTs and inservice days.</p> <p>Whole school learner participation in self evaluation activities throughout Jan – June 2020</p>

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<b>IMPROVEMENT PRIORITY 3:</b>	<b>Improvement in understanding of mental health triggers and the corresponding use of strategies for emotional self regulation through exploration and embedding of Emotionworks</b>				
<b>Person(s) Responsible</b> Who will be leading the improvement?	<b>Ann Leblond Principal Teacher</b>				
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
QI 3.1 Ensuring Wellbeing Equality and Inclusion QI 2.7 Partnerships	2.Social and emotional wellbeing 3.Promoting healthy lifestyles 9.Engaging beyond the school 10.Partnership working	3.Parental Engagement  5.School Improvement	3.Improvement in children's and young people's health and wellbeing;	3.Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 5.Improved outcomes for vulnerable groups	2.Developing as a community of faith and learning 3.Promoting Gospel Values

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Improved understanding of how to strengthen mental health within our school community.  As above within the Mossend Community.	Use of Emotion Works Resource as a vehicle for developing understanding of mental health triggers and the corresponding use of strategies for emotional self regulation on a weekly basis.  School community information sessions to ensure parental engagement.  Reciprocal staff visits to Mossend Primary to observe Emotionworks sessions and share good practice	Teacher judgement Focus group pre/post HWB questionnaires Whole school annual HWB questionnaire for year on year comparison. School community questionnaire  Mossend community questionnaire.	Emotion Works Resource and Licence Cost approx. £500 PEF  CEM whole school assessment resource. Cost £1620 approx PEF  School lets to facilitate increased parental engagement sessions. Cost £250 approx PEF  Purchase of playground display cogs to facilitate outdoor focus sessions. Cost approx. £300 PEF	Implementation August 19 – June 20 Outcomes to be measured October/February/June for focus group. Outcomes to be measured April 2020 for whole school  As above
Creating positive mental health strategies to assist prevention and descalation of incidents within the school community.  As above within the Mossend Community	Use of Emotion Works Resource as a vehicle for developing understanding of mental health triggers and the corresponding use of strategies for emotional self regulation on a weekly basis.	HF school community questionnaire with a focus on prevention and descalation of incidents within the home environment.  MP school community questionnaire with a focus on prevention and	Emotion Works Resource and Licence Cost £500 approx PEF  School lets to facilitate increased parental engagement sessions. Cost £250 approx PEF	Implementation August 19 – June 20 Outcomes to be measured October/February/June for focus group.

	<p>School community information sessions to ensure parental engagement.</p> <p>Mossend community information sessions to ensure community engagement.</p>	<p>deescalation of incidents within the home environment.</p>	<p>Purchase of playground display cogs to facilitate outdoor focus sessions. Cost £300 PEF</p> <p>N/A</p>	<p>Outcomes to be measured April 2020 for whole school</p> <p>As above</p>
<p>Developing a shared understanding of the physical process that occurs when we experience stressful situations.</p> <p>As above within the Mossend Community</p>	<p>Use of Emotion Works Resource as a vehicle for developing understanding of mental health triggers and the corresponding use of strategies for emotional self regulation on a weekly basis.</p> <p>Relax kids family sessions outwith the school day.</p> <p>School community information sessions to ensure parental engagement.</p> <p>Mossend community information sessions to ensure community engagement.</p> <p>Relax kids family sessions outwith the school day using both schools alternately.</p>	<p>Thinking Circles focus in October/February/June.</p> <p>Personal writing focus for all learners to express their personal perception.</p> <p>Shared moderation of the above.</p>	<p>Emotion Works Resource and Licence Cost £500 approx PEF</p> <p>Relax kids family sessions outwith the school day.</p> <p>Relax kids family sessions outwith the school day using both schools alternately to defray costs.</p>	<p>Implementation August 19 – June 20 Outcomes to be measured October/February/June for focus group. Outcomes to be measured April 2020 for whole school</p> <p>As above</p>
<p>Building resilience and capacity within our school community to promote strong mental health for all.</p> <p>As above within the Mossend Community</p>	<p>Use of Emotion Works Resource as a vehicle for developing understanding of mental health triggers and the corresponding use of strategies for emotional self regulation on a weekly basis.</p> <p>Reciprocal staff visits to Mossend Primary to observe Emotionworks sessions and share good practice</p>	<p>Teacher judgement Focus group pre/post HWB questionnaires Whole school annual HWB questionnaire for year on year comparison. School community questionnaire</p> <p>Mossend community questionnaire</p> <p>Shared moderation of the above to establish key areas of success and plan next steps.</p>	<p>Emotion Works Resource and Licence Cost £500 approx PEF</p> <p>CEM whole school assessment resource. CEM whole school assessment resource. Cost £1620 approx PEF</p> <p>Purchase of playground display cogs to facilitate outdoor focus sessions. Cost approx. £300 PEF</p> <p>N/A</p>	<p>Implementation August 19 – June 20 Outcomes to be measured October/February/June for focus group. Outcomes to be measured April 2020 for whole school</p> <p>As above</p>

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<b>IMPROVEMENT PRIORITY 4: Improvement in attainment and progression of skills in digital technologies leading to improvement in employability skills.</b>					
<b>Person(s) Responsible</b> Who will be leading the improvement?		<b>Gillian Gallagher Principal Teacher</b>			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
QI 1.2 Leadership of learning QI 2.3 Learning, teaching and assessment QI 3.2 Raising attainment and achievement	1. Promoting a high quality learning experience 2. Using evidence and data 3. Employability and skills development 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress	Improvement in attainment, particularly literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children  Improvement in employability skills and sustained, positive school leaver destinations for all young people	Improvement in attainment, particularly literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children;  Improvement in employability skills and sustained, positive school leaver destinations for all young people	Developing as a community of faith and learning.

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Creation of an updated progressive planning format for digital technologies and implement this across the school. Impact- more structured progression framework and focused development of skills.	Miss Gallagher to collect new planners being trialled last year and update with any changes suggested by staff.	New planners to be used by all staff. Increased staff knowledge of suitable progression of skills.	New whole school progressive planning format for digital technologies.	Implementation August 2019- June 2020 Progress with implementation will be checked at regular TLC meetings.
Staff implementation of CPD from session 2018-19 with resulting improvement in pupil confidence and ability.	Staff to apply their knowledge learned at TLC sessions/peer observations, when teaching digital technologies this year.	Increased staff confidence. Pupil confidence and level of skill. Focus group pre/post Digital Technologies questionnaires Observed lesson and forward plan feedback	New whole school progressive planning format for digital technologies.	Implementation August 2019- June 2020. Progress with implementation will be discussed after observed lessons and pupil progress meetings.
All pupils will have more equal opportunities to learn and progress in digital technologies	After school clubs (for pupils/parent/carer) to provide access to ICT equipment. Continue professional development opportunities for all staff through ICT focused TLC. Ongoing professional learning opportunities for Gillian Gallagher at authority level to update her skill base, in keeping with her PT remit as leader of Technologies	Increased uptake of after school clubs Increased staff confidence in delivering ICT lessons. Ongoing teacher assessment Pre/post teacher judgement and pupil voice Increased pupil engagement and confidence in digital technologies Pupils able to lead parent/carer information sessions Pupils able to lead staff training sessions	Staff CPD opportunities where available – PEF Additional ICT resources if needed e.g laptops	Implementation August 2019-June 2020. Progress will be discussed at forward plan and pupil progress meetings.

	<p>All teachers will commit to teaching identified experiences and outcomes as part of the TLC strategy to enhance Digital Literacy.</p> <p>P5-7 Digital Leaders will attend training in school (and out where possible) and share this learning with their teacher and class.</p> <p>Pupils to lead information sessions to share their learning with their parents/carers.</p>	Digital Leaders able to share their learning with class teacher and class		

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