

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2020-21**

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| **School:** | HOLY FAMILY PRIMARY |
| **Cluster:** | CARDINAL NEWMAN HIGH SCHOOL |

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| Improvement Plan Summary | |
| Cluster Priority: | **Improve outcomes for children and families via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.** |
| School Priority 1: | **Further improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture based approaches across the school.** |
| School Priority 2: | **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.** |
| Nursery Class Priority: | **To introduce In the Moment Planning using Floorbooks and Learning Journals as a method of documentation.**  **To develop the nursery outdoor area.**  **To support and develop children’s health and wellbeing within the nursery** |

**Education and Families Priorities**

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

**Improvement Actions**

* Raising Attainment Strategy
  + There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
* Self- Evaluation Leading to Improvement
  + There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
* Review of Additional Support Needs
  + This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

**Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people**

**Improvement Actions**

* SAC/ PEF Plan
  + There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
* Anti- Poverty Programmes
  + There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
* North Lanarkshire Research Lab
  + The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

**Priority 3: Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing.**

**Improvement Actions**

* GIRFEC
  + There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
* 1140 ELC Expansion
  + The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
* Mental Health and Wellbeing
  + Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

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

**Improvement Actions**

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

**Priority 5: Vulnerable Groups**- Improved outcomes for vulnerable groups.

**Improvement Actions**

* Support for Families/ Young People at Risk
  + There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
* Care Experienced Young People
  + There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
* Support for Adults
  + There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

**Rationale for the Improvement Plan**

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

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

**School Vision and Values**

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.

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 invited their suggestions and proposed amendments in this way.

**Details of engagement with parents/carers**

**Details of engagement with learners**

We shared our proposed priorities with our learners at our virtual assembly and asked them for their input.

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. |

**2020- 21 Cluster Improvement Plan**

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| IMPROVEMENT PRIORITY: | Improve outcomes for children and families via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases. | | | | | |
| Person(s) Responsible  Who will be leading the improvement? | | | **Cluster Chair and CIIL, supported by Education and Families Manager** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| QI: 1.3  QI: 2.4  QI: 3.1  QI: 3.2 | |  | 1.School Leadership  2.Teacher Professionalism  3. Parental Engagement  4. Assessment of Children’s progress | 3. Improvement in children's and young people’s health and wellbeing | Improvement in children and young people’s health and wellbeing | 3.Promoting Gospel Values  5.Serving the common good.  Article 12: Right to express views.  Article 24: Right to health care |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state where cost is being met from. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| A clear vision is established for cluster working which places positive outcomes for children at its heart. | Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working. | Evaluations from all cluster stakeholders in February and May. |  | By October 2020 mid-term break |
| All practitioners across the cluster are familiar with the GIRFEC refresh to ensure:   * identification * assessment * planning * implementation   of interventions are in place for those children and young people who need more assistance. | Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role. | 100% of staff trained and implementing the GIRFEC pathway.  Data on revised staged intervention approach will show decreasing numbers as stages escalate | GIRFEC refresh | November 2020 Inset Day |
| The revised Support Around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway. | Establishment of the cluster wellbeing team.  Deliver training for the wellbeing team around the new Support Around the School system. | Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway.  All members of the wellbeing team trained and implementing the new Support Around the School System. | Documentation around the new Support Around the School system. | Training- November 2020 Inset Day  Implementation of Support Around the School System- from November 2020. |
| The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families. | Long term location of the base finalised.  Integrated Cluster Wellbeing Team develop the base in terms of resource and functionality. | Children and their families accessing the base and receiving appropriate support as identified via the GIRFEC pathway. | Furniture for the teaching space and family room.  Admin resources for the wellbeing team. | Base to be fully functional by April, 2021. |
| All establishments in the cluster are supporting families experiencing poverty via a robust ‘Poverty Proofing Our School/ Centre’ policy. | All heads of schools and centres will produce a ‘Poverty Proofing Our School/ Centre’ policy for their own establishment.  ‘Connecting Families’ (Club 365 intensive model) is included in revised ‘Support Around the School’ meetings. | Policies are written.  Increased number of referrals from schools to the Financial Education Team. | Guidance paper for policies. | Policies to be written by the end of February, 2021. |

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

**2020- 21 School Improvement Plan**

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| **IMPROVEMENT PRIORITY 1:** | **Covid -19 Recovery Plan for Health and Wellbeing –**  Priority 1: Further improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture based approaches across the school. | | | | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | | **Head Teacher** | | | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | | **NIF Drivers** | | **NIF Priorities** | **Education and Families Priorities** | | **Developing in Faith/ RRS Article(s)** |
| 2.1 Safeguarding and Child 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 if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All school staff are familiar with the GIRFEC refresh to ensure:   * identification * Assessment * planning * implementation   of interventions are in place for those children and young people who need more assistance. | | | 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. | | 100% of staff trained and implementing the GIRFEC pathway.  Data on revised staged intervention approach will show decreasing numbers as stages escalate | | | GIRFEC resources | Collegiate Time |
| All staff are ‘trauma informed’ to ensure there is a consistency of approaches and shared language to supporting children across the school | | | All staff access Solihull training course to review Containment, Reciprosity and Behaviour model  Use nurturing relationships as the basis of response to trauma  Use partner agencies at Additional and Intensive level (Educational Psychologist, CAMHS) | | Pre and post self-evaluation of staff training | | | Solihull Approach  NHS Education Scotland Trauma informed resources and training programmes – ‘Opening Doors’ and ‘Sowing Seeds’ Animations  <https://bit.ly/3gNNEI0>  Trauma informed resources and training programmes eg Understanding & Responding to Trauma (currently being piloted)  CAMHS <https://www.nhslanarkshire.scot.nhs.uk/Services/CAMHS/> | Educational psychologist L McDonald to deliver Solihull refresh on 24.9.20 |
| Development and implementation of a social & emotional health curriculum that universally supports pupils’ return to school | | | Implementing whole school programme to include the following areas:-   * **Routines and rules** – keeping ourselves and others safe * **Reconnect** – returning and adapting to the ‘new normal’ school environment * **Re-engage** - in learning, * **Relationships** – with staff and peers * **Resilience**- managing anxiety and developing coping strategies eg daily check ins, ‘worry’ boxes * **Recognise and Regulate** – managing emotions and feelings * **Recovery** – moving forward   All teaching staff following the emotion works recovery programme with their children and incorporating the main principles of the above. | | Teachers planning will demonstrate the increased focus on mental health and wellbeing  Qualitative and quantative information will show that almost all children successfully engage in programmes  Learning visits and teacher evaluations will show that almost all children are happy and engaged in their learning | | | Healthy Schools Website– Covid Recovery section  <https://healthyschools.scot/>  RSHP website  <https://rshp.scot/>  Emotional Literacy programmes (eg Emotion Works)  Knowing Me Knowing You – Playback Ice wellbeing resource  <http://www.playbacklearningacademy.com>  Place2Be Return to School Resources  <https://bit.ly/37hnzwC>  Building Resilience – Edinburgh City Council Resource  Compassionate and Connected Classrooms – Education Scotland  <https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom>  Mindfulness activities eg Relax Kids  Mental Health First Aiders | By December 2020 |
| 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.  Active Schools Coordinators demonstrate physical active health lessons that teachers can then implement to appropriate age group | | As above | | | CfE Outdoor Learning Guidance  Outdoor Learning from Virtual Schools (Weekly bulletin Issue 5)  Active Schools Coordinator support | By June 2021 |
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| Improvement in social and emotional and mental wellbeing for **targeted** pupils and families. | | | Development of effective tracking and monitoring of health and wellbeing based on principles of GIRFEC.  Implementation of targeted interventions including Nurture Group, Seasons for Growth, Anxiety Management.  Identification of programmes for individuals/groups/families (This may be online). | | Staged intervention.  Requests for Assistance.  Health and Wellbeing Assessments.  Participation rates show that almost all (over 90% of) parent/carers in the targeted groups attend (virtually or otherwise) | | | Seasons for Growth resources  Staffing | Ongoing |
| Strong links with other services/partner agencies/third sector are firmly established to support pupils in their HWB recovery | | | Community Learning and Development Workers supporting families to access appropriate supports and initiatives that promote wellbeing.  Sharing of good practice within the newly established Integrated Cluster Wellbeing group  Strong partnerships across all sectors through Getting it Right for Every Child policy and practice.  Staff receive online training on theNurture principles:-  *An environment which offers a safe base*  **and**  *Transitions are important in children’s lives*  Staff access presentations on   1. Supporting Schools COVID-19 with change and loss 2. COVID-19 pupil workshop on change and loss   Develop clear staged intervention approaches to trauma, distress and mental health issues using relationships in school and independent sectors, including school counselling | | Tracking and monitoring of staged intervention.  Requests for Assistance.  Health and Wellbeing Assessments.  Minutes, pastoral notes, chronologies.  Monitoring and evaluation of services will highlight the positive impact on children’s mental health and wellbeing | | | NL Continuity Resource Team  <http://tiny.cc/5otklz>.  Training provided by Educational Psychologist  Psychological service offer  Seasons for Growth Companion  School Counselling Service | Ongoing  L McDonald - educational psychologist to provide this training during 2 collegiate time sessions and part of inservice on 16.11.20  Timetable arranged by CNHS- HF to receive ½ day per week. |
| Increased family learning opportunities around developing positive mental health and wellbeing for all. | | | Programme of events or training offered to families by Community Learning and Development including wellbeing and skills development (ICT).  Continue to engage with NHS, Sleep Scotland and CAMHS colleagues to share and signpost resources. | | Participation rates show that almost all (over 90% of) parent/carers in the targeted groups attend (virtually or otherwise) | | | Community Learning & Development  CAMHS  <https://www.nhslanarkshire.scot.nhs.uk/Services/CAMHS/> | Ongoing |
| 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    Signposting: colleagues know where, and how, to access support, resources and online development opportunities.  Participation in related CLPL is encouraged. | | | Deliver NLC presentation (or alternative), facilitate discussion, promote good self-care practice.  Check ins for all staff - from managers, for managers, and between peers.  Communications are shared and resources clearly signposted via own channels  Consider use of pre-recorded webinar content for in service discussion throughout year | | Good self-care is regularly discussed, and strategies shared. Impact on wellbeing is highlighted - reduced anxiety, increased confidence.  Focused support is offered to staff who are experiencing difficulties. Impact on wellbeing is monitored.  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)  One to One Support  Staff Welfare Officer 0793 928 1114  [campbellc@northlan.gov.uk](mailto:campbellc@northlan.gov.uk)  Time for Talking Counselling Service  0800 970 3980  Information/ Resources  [www.nllife.co.uk](https://www.nllife.co.uk/workwell-nl-coronavirushomepage/)  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)](https://www.nllife.co.uk/wp-content/uploads/2020/04/NLC-Staff-Wellbeing-Resource-March-2020_.pdf)  Online Development Opportunities  [Claire Lavelle Webinars](https://www.gtcs.org.uk/News/news/health-wellbeing.aspx)  NLC Spotlight on Wellbeing webinars | Issued July.  Deliver August/ September  Ongoing  Issued July.  Ongoing  Ongoing  Ongoing  Dates TBC |

**2020- 21 School Improvement Plan**

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| **IMPROVEMENT PRIORITY: 2** | 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. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **All HT’s and Heads of Establishments, AML’s and Pedagogy Practitioners from Cluster** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement | | 4 Targeted approaches to Literacy  7 Using evidence and data | 2 Teacher Professionalism  4 Assessment of Children’s progress  6 Performance Information | 1 Improvement in Attainment, particularly in Literacy and Numeracy.  2 Closing the Attainment Gap | 1 Improvement in Attainment, particularly in Literacy and Numeracy.  2 Closing the Attainment Gap | RRS Article 3 – Best interests of the child.  RRS Article 28 – Right to Education  RRS Article 29 – Goals of Education |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| Improve the attainment and experience of all children in writing results by 3-5% (ACEL data) | 1. Refresh of training for Pedagogy Practitioner in each establishment. 2. Refreshing understanding at cluster level and plan events to inform all ELPs and teaching staff of the practice. 3. Education managers to support HTs with robust dialogue around attainment and engage in discussions regarding ACEL, future predictions in line with the National average, data and barriers to improving attainment results. 4. SMT continuing to develop robust conversations with all staff to identify ACEL data and predictions/projected levels. 5. Identified times/opportunities for staff across the school community (ELPs/Primary Teachers and Secondary teachers) to meet at regular intervals to plan the process of Moderation 6. Staff to facilitate the Moderation process making use of the agreed west Partnership paperwork. | 1. Teacher confidence/implementation/ consistency of AiFL strategies within the classroom. 2. Teacher confidence with planning a Periodic Assessment using connecting Experiences and Outcomes, Learning Intentions and Success Criteria. 3. Teacher confidence/ability to Moderate the plan and make any adjustments/advice before implementation. 4. Teacher awareness/understanding of reliable/valid/robust evidence to match/underpin the planned assessment. 5. Teacher confidence around completing the Practitioner Moderating Template and matching it to the standard. 6. Teacher confidence around discussions with colleagues in relation to understanding the standard/Benchmarks for each level. 7. Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time. | 1. Pedagogy Practitioner training- £25 per staff member.   **CPD Manager-**  **Codes- 10001 or 10002**   1. Purchase of recommended books- 2. Cambridge Education- Assessment for Learning- A Practical Guide for primary and secondary teachers. 3. The Black Box- Dylan Williams 4. Embedding Assessment | **Pedagogy Practitioner to refresh Sessions 1,2 and 3 between Sept – Nov/Jan - Apr**    **Pedagogy Practitioner to plan and implement a moderation event after Session 3 in partnership with the cluster – 16.11.20**    **Pedagogy Practitioner to refresh Sessions 4, 5 and 6 between Dec – Feb/May - Sept**      **Pedagogy Practitioner to plan and implement a moderation event after Session 6 in partnership with the cluster** |
| AML led Assessment and Moderation Activites at cluster level will provide opportunity to build capacity through Professinal Dialogue. SNSA testing and additional standardised testing as and when necessary. | * Teacher judgement information * CEM Data * SNSA Data * Class assessments * Periodic Assessments * Moderation feedback | Data information from CEM and SNSA downloaded and compiled.  Data linked to SIMD 1-3 highlighted. Addressing attainment gaps with appropriate and timeous interventions eg Malt, Number box etc  Time for cluster moderation sessions (8 hours from WTA or additional 35hrs CPD) | **October 2020 planning for cluster moderation activities.**  **February- March 2021: cluster moderation sessions.** |
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| Increase staff understanding and application of the standard through pre and post evaluation. Measure of improvement pre/post questionnaire. | Complete all audits and evaluate responses. | Evaluate individual and collective responses to show the gap in schools/clusters/schools communities. |  | August 20 – June 21 |
| Build in agreed, planned and protected time in the Working Time Agreement in order to have a sustainable model of cluster moderation procedures. Using the West Partnership model this could be 8-20 hours with all schools approving this amount of time. | Agree the WTA in September 2020 | Protected time to train, work collegiately and develop sustainable working partnerships with all sectors connected to the school community. |  | August 20 – June 21 |
| Improve the engagement/uptake of focus aspects with the Moderation Hub to further develop and enhance staff training to achieve high quality learning, teaching and assessment practice. | Record the engagement with the Moderation Hub –  Such as- cluster/ whole school/ departments/levels/individuals. | Improved confidence in planning, providing differentiation, improved pace and challenge and engagement of pupils and young people through observed learning and teaching by SMT and peer observers involved in classroom monitoring, professional discussions/ dialogue and VSE subject to covid restrictions. |  | August 20 – June 21 |

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

**2020-21 Nursery Class Improvement Plan**

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| **IMPROVEMENT PRIORITY : 1** | **To introduce In the Moment Planning using Floorbooks and Learning Journals as a method of documentation.** | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Lead Early Learning Practitioner – Gillian Kenmuir** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **UNCRC Article(s)** |
| 2.2 , 2.3, 2.4, 2.5, 3.1, 3.3 | |  | 4 | 1 | 1 | 12,13,28 |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state where cost is being met from. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All staff will be introduced to and supported in using In the Moment Planning using floorbooks as a documentation process to support children’s learning and development. | LELP will introduce staff to the new planning format.  To provide staff with appropriate training materials and courses available regarding In the Moment planning and floorbook documentation. | Audits on floorbooks and learning Journals.  Staff feedback  Children’s learning and development. | Training Courses  Training Materials  In the Moment planning book  Talking thinking Floorbooks book  Time | Reviewed January 2021  Implementation to June 2021 |
| All staff will use In the Moment Planning using individual Learning Journals as a means of documentation to effectively assess, track, monitor and evaluate individual children’s progress particularly in the key areas of health and wellbeing, literacy and numeracy attainment | LELP will support staff in using learning journals as a means of documentation.  Staff will have regular meeting to discuss children’s progress and assess children’s learning and development.  Staff will record observations and significant individual learning for children using the focus child method. | Audits on individual learning Journals.  Progress meetings with staff on individual children’s learning and development.  Staff observations and targets for selected focus children. | Time  Learning Journals  Focus Child observations | Review January  Ongoing to June 2021 |
| Staff will capture and record children’s voices, thoughts and opinions during their learning journey. | Staff will record children voices in floorbooks and learning journals.  Staff will discuss individual learning with the children. | Audits on floorbooks and learning Journals | Time  Floorbooks and Learning Journals | Review January 2021  Implemented to June 2021 |
| A tracking system will be created for children’s learning across the curriculum, focusing on key attainment priorities. | LELP will create a tracking format to identify children’s learning in curricular areas. | A table will be created to record CFE learning outcomes. | IT equipment  CFE document to track curriculum outcomes  Time | Ongoing |
| Families will be involved in their child’s learning journey. | Staff will have regular discussions with parents keeping them informed of children’s progress.  Online journals using Sway and Twitter will allow parents to keep up to date with their child’s learning and development. | Feedback from parents/ carers on individual children’s learning. | Microsoft Sway  Microsoft Forums  Time | Ongoing to June 2021  Reviewed January 2021 |
| Staff will provide a quality, engaging learning environment for the children which follows their interests. | Staff will continue to develop the nursery environment around children’s interests.  Staff will set up provocations to challenge and engage the children. | Staff observations.  Children’s engagement during the session.  Children’s individual learning journals  floorbooks | Learning Journals  Floorbooks  Time | Ongoing June 2021 |

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

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| **IMPROVEMENT PRIORITY : 2** | **To develop the nursery outdoor area.** | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **All staff within the nursery** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **UNCRC Article(s)** |
| 1.1, 1.3, 2.2, 2.3, 3.2,3.3 | |  | 4,5 | 1,3 | 1,3 | 12,13 |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state where cost is being met from. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| There will be an improved outdoor learning space that will enhance children’s learning and development. | Staff will research various areas to be included into the nursery outdoor space.  Some staff will visit other nursery settings to help identify spaces to be created within our outdoor area. | Research will be documented.  Plan will be created.  Observations of the outdoor area.  Changes within the outdoor space. | Outdoor folder to be created  Shelters  Resources – loose parts, natural materials, mud kitchen  Time | Ongoing to June 2021 |
| Children will be involved in developing the outdoor space to create a rich learning environment.  Children’s voices and ideas for developing the outdoor space will be incorporated to create a rich learning environment. | Staff will observe the children’s interest outdoors.  Staff will collate and create a floorbook of ideas from the children.  Staff will encourage and support children in developing the outdoor area. | Floorbook documentation  Staff observations  Children being actively involved. | Floorbook  Gardening tools and equipment for staff and children. | Ongoing to June 2021 |
| Staff will develop their knowledge and understanding of a quality outdoor provision. | Provide opportunities for staff to visit other nursery setting to look at their outdoor provision.  Staff can attend suitable training courses or reading materials to enhance knowledge. | Observations and evidence from other nursey settings.  LELP will provide reading materials to allow staff to develop knowledge and understanding.  LELP will keep find suitable training for staff to attend. | Training Courses  Reading Materials  Time | Ongoing to June 2021 |
| Parents will be updated and involved in helping to develop the outdoor space. | Keep parents updated through Twitter and newsletters.  Staff will ask for donations.  Staff can involve parents in taking part in developing the garden. | Parental feedback.  Parental involvement in helping and donating towards the nursery outdoor area. | Twitter  Newsletters  Microsoft Forums | Ongoing 2021 |

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

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| **IMPROVEMENT PRIORITY : 3** | **To support and develop children’s health and wellbeing within the nursery.** | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Lead Early Learning Practitioner - Gillian Kenmuir** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **UNCRC Article(s)** |
| 2.1, 2.3, 2.4 3.1 | |  | 4 | 3 | 3 | 12,13,24 |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state where cost is being met from. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| New and returning children’s health and wellbeing will be supported after lockdown and during the COVID 19 pandemic. | GIRFEC tool will be used by staff to help support children’s wellbeing.  Staff will use their knowledge of trauma to support children’s wellbeing.  All staff will build new relationships with children and families.  A settling in period will be done for new children.  Staff will provide opportunities for children to participate in mindfulness activities and share their feelings and emotions. | Staff observations.  Floorbooks sharing children’s voices.  Professional dialogue.  Planning meetings  Time | Mindfulness activities/ resources  Floorbooks  Mindfulness training opportunities for staff.  Realising the Ambition | Ongoing June 2021  Review January 2021 |
| Children’s health and wellbeing will be at the heart of the nursery, children’s wellbeing will be supported as they settle into the 1140 hours. | Quiet, calm areas will be created within the nursery.  Staff will provide a nurturing environment for the children where children can share their feelings and emotions.  Staff will encourage children to build new friendships with their peers.  Staff will help children become familiar with rules and routines.  A feeling / station area will be created.  Staff will use various books to help children share their feeling emotions.  Children will have continuous open access to the outdoors and opportunities to participate in physical activities during the session.  Staff will use GIRFEC to complete care plans.  Children will become familiar with SID and SHANARI books to support children’s wellbeing. | Staff observations.  Floorbooks sharing children’s voices.  Staff meeting and professional dialogue.  Planning meetings  Time | Floorbooks  Feeling station  Emotion/ feeling books  Outdoor physical equipment.  Realising the Ambition | Ongoing June 2021  Review January 2021 |

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

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT: Holy Family Primary**

**SAC/PEF ALLOCATION (FTE or resource): PEF allocation £35244**

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2020-21**

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| **Rationale for SAC/ PEF plan** | | | | |
| Please provide below detail around your rationale for the SAC plan.  Consider the following: attainment, attendance, exclusion, participation, engagement.  Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people. | | | | |
| In order to support raising attainment we plan to invest in 10 new laptops. This will ensure equity of access to ict equipment within the school setting as each child will have access to an individual computer without the need to reduce working time through sharing of equipment. Participation and engagement in teaching and learning will also be heightened by improved reliability and functionality of the equipment our children are working with.  We plan to spend a percentage of our PEF allocation on additional 0.2 staffing to support learning and teaching at our early/first level stage. We shall do so in relation to learner need and using the existing deprivation measure tools. This will form part of our ongoing strategy for closing the poverty related attainment gap.  We are also applying this principle to top up our 0.16 additional staffing allocation by 0.04 to provide a 0.2 equivalence.  Funding will also be allocated to the purchase of 2 promethean boards to ensure that all classes have enhanced teaching and learning using interactive and current teaching resources that will develop their skills in using ICT independently. Again participation and engagement in teaching and learning will also be heightened by improved reliability and functionality of the equipment our children are working with.  Should covid restrictions change we would aim to reintroduce HWB family after school clubs where we would work in partnership with agencies such as musical theatre, relax kids, tag rugby etc. We would also then look to use our budget to support outward bound experiences similar to Kilbowie and to subsidise the cost of this for our most vulnerable families.  Through ongoing monitoring of pupil attainment we will review our spend on staffing for support for learning with a view to increasing this as a clearer picture emerges of the impact of covid lockdown and trauma in terms of pupil attainment.  Please note the same level of support will be offered at P4-7 but this will not involve PEF funding but will be met by existing staffing within our SMT. | | | | |
| **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) |
| 0.2 FTE  0.04 FTE  Additional ICT resource  0.2 FTE  0.04 FTE  Additional ICT resource  0.2 FTE  0.04 FTE  Additional ICT resource | Literacy  Numeracy  HWB | See above  See above  See above | PM Benchmarking, PIPS, CEM, YARC, SALFORD, SWRT and SWST as appropriate to stage and intervention.SNSA  MALT ASSESSMENTS, SNSA AND CEM  SEPARATE FAMILY AND LEARNER QUESTIONNAIRES WERE ISSUED IN AUGUST AND WILL BE REPEATED IN MAY /JUNE. |