

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2020-21**

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| **School:** | Kildrum Primary School |
| **Cluster:** | Cumbernauld Academy |

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| Improvement Plan Summary | |
| Cluster Priority: | Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases. |
| School Priority 1: | Improve and support the mental, social and emotional health of all pupils and staff by embedding and extending the range of nurture and positive relationship based approaches across the school. |
| School Priority 2: | To raise attainment in literacy and numeracy through high quality learning and teaching within the broad general education. |
| School Priority 3: | To develop digital learning pedagogy across all stages, ensuring quality and equity for all learners. |

**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**

“Kildrum Primary School… Achieving everyone’s potential. Be the best you can be!”

Responsibility, Achievement, Resilience, Aspiration, Respect

**Audit and Consultation**

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

Parents were consulted throughout session 2019/2020 through the Parent Council and audits. Discussion has taken place with staff and it has been agreed that many elements of this year’s SIP will involve the continuation of some aspects of last session’s priorities along with elements of recovery.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Last session learners were consulted on a range of issues through the use of Pupil Voice Circles. Health and Wellbeing Webs are completed by all pupils each term, these are then analysis by teachers and any issues are addressed.

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 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? | | |  | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.3 Leadership of change  2.4 Personalised support  3.1 Improving wellbeing, equality and inclusion  3.2 Raising attainment and achievement | |  | 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 | 3. Improvement in children's and young people’s health and wellbeing | 12 - Right to express views.  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? |
| C.1  Carry out a wellbeing audit to run concurrently with the sub-targets below. | Audit materials shared across the cluster via teams. Each establishment to make use of them to suit their own situation. The structure of Teams will reflect the priorities of the improvement planning process. | Evaluations from each of the establishments are shared across the cluster to establish the range of strengths and needs as a cluster. | Curricular and structural audit materials shared through Teams | Evaluations by December 2020 |
| C.2  A clear vision is established for cluster working which places positive outcomes for children at its heart. | Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working. | Evaluations from all cluster stakeholders in February and May. |  | By November 2020 |
| C.3  All practitioners across the cluster are familiar with the GIRFEC refresh to ensure:   * identification * assessment * planning * implementation   of interventions are in place for those children and young people who need more assistance. | Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role. | 100% of staff trained and implementing the GIRFEC pathway.    Data on revised staged intervention approach  will show decreasing numbers as stages escalate | GIRFEC refresh | Jan 2021 |
| C.4  The revised Support Around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway. | Establishment of the cluster wellbeing team.    Deliver training for the wellbeing team around the new Support Around the School system. | Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway.  All members of the wellbeing team trained and implementing the new Support Around the School System. | Documentation around the new Support Around the School system. | Training- Jan 2021  Implementation of Support Around the School System- from October 2020. |
| C.5  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. |
| C.6  All establishments in the cluster are supporting families experiencing poverty via a robust ‘Poverty Proofing Our School/ Centre’ policy. | All heads of schools and centres will produce a ‘Poverty Proofing Our School/ Centre’ policy for their own establishment. (As per APS)    ‘Connecting Families’ (Club 365 intensive model) is included in revised ‘Support Around the School’ meetings. | Policies are written.    Increased number of referrals from schools to the Financial Education Team. | Guidance paper for policies. | Policies to be written by the end of February, 2021. |

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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** | C.1   * Wellbeing Wheels completed by all children in Terms 1 and 2. Conversations with children/parents took place if there were any concerns.   C.2   * Some meeting have taken place to discuss vision and protocols.   C.3   * All staff took part in GIRFEC refresh training held by Elspeth Green (CIIL) on November in-service day.   C.4  C.5   * Base likely to be in Abronhill Primary.   C.6   * NLC template policy issued to all cluster HTs by KW. |
| **February** | C.1   * Wellbeing Wheels completed by all children in Term 3. Conversations with children/parents took place if there were any concerns.   C.2  C.3  C.4  C.5   * Kate Watt held weekly meetings with Elspeth Green (CIIL) throughout January to March in order to discuss vulnerable children.   C.6   * “Poverty Proofing Our School” policy written. |
| **May** | C.1   * Wellbeing Wheels completed by all children in Term 4. Conversations with children/parents took place if there were any concerns.   C.2  C.3  C.4  C.5  C.6 |

**2020-21 School Improvement Priority 1**

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| **IMPROVEMENT PRIORITY 1:** | **Improve and support the mental, social and emotional health of all pupils and staff by embedding and extending the range of nurture and positive relationship based approaches across the school.** | | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Senior Leadership Team** | | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 2.1 Safeguarding and Child Protection  2.2 Curriculum  2.4 Personal Support  2.7 Partnerships  3.1 Improving wellbeing, equity 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 | 3. Improvement in children's and young people’s health and wellbeing | 3. Improvement in children's and young people’s health and wellbeing | 12 – Right to express views  24 – Right to health care  28 – Right to education |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state where cost is being met from. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| 1.1  Development and implementation of a social and emotional health curriculum that universally supports pupils’ return to school | HWB Champion to review Emotion Works Recovery Programme and present to staff.  Teachers to review Emotion Works Recovery Programme and complete online training where necessary.  Implement the Emotion Works Recovery Programme in all classes (infant class to adapt and use additional resources such as Colour Monster).  HWB Champion meetings to support the implementation. | Teachers planning and evaluations will demonstrate the increased focus on mental health and wellbeing.  Qualitative information will show that almost all children successfully engage in the programme.  Health and Wellbeing Webs, teacher evaluations and parental audit will show that almost all children are happy and engaged in their learning. | Emotion Works website – £150 (PEF) | By October 2020 |
| 1.2  All children 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 Co-ordinators demonstrate physical active health lessons that teachers can then implement to appropriate age group.  Establish a small gardening club (to run during the school day) which can work to re-establish planting areas. | As above | CfE Outdoor Learning Guidance  Outdoor Learning from Virtual Schools (Weekly bulletin Issue 5)  Active Schools Co-ordinator support  Play materials, cost TBC (PEF) | By June 2021 |
| 1.3  Almost all pupils will be aware of their own rights and the rights of others. | Start working towards RRSA. | The school will be awarded at least a Bronze level award.  Audits contained within the programme.  Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to. | Bronze Award – paid for previously | By June 2021 |
| 1.4  Improvement in social, emotional and mental wellbeing for **targeted** pupils and families. | Implementation of targeted interventions including Art Therapy, Seasons for Growth, and Check-ins.  Use of Resilience Toolkit to identify programmes and strategies for specific pupils.  Consultation with Educational Psychologist.  Training in supporting self-regulation provided by Educational Psychologist | Staged intervention  Requests for Assistance  Health and Wellbeing Webs  Health and Wellbeing Webs, teacher evaluations and parental audit will show that almost all children are happy and engaged in their learning. | Seasons for Growth resources  Teen Talk Art Therapist  Resilience Toolkit (one per teacher)  Educational Psychologist | Ongoing |
| 1.5  Staff have positive mental health and resilience. | Staff to take part in online CPD re. self-care.  Staff to be directed to additional support offered by NLC. | Good self-care is regularly discussed, and strategies shared. Impact on wellbeing is highlighted - reduced anxiety, increased confidence.  Focused support is offered to staff who are experiencing difficulties. Impact on wellbeing is monitored.  Staff participation, positive impact on morale.  Staff know who to contact, within and out with school, if they need a listening ear or practical support. | In school support plus staff welfare officer, Time for Talking as appropriate (see below for details)  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 | Ongoing |
| 1.6  School Relationships policy will be created.  Staff will feel confident in the use of a range of behaviour management strategies.  Pupils will have a clear understanding of expectations and supports. | Revise previous work completed on use of Pivotal Education theories and strategies.  Agree and embed strategies across the whole school. | Pupils and teacher conversations will show and improvement in relationships.  Health and Wellbeing Webs, teacher evaluations and parental audit will show that almost all children are happy and engaged in their learning. | Pivotal Education training and resources – previously paid for through PEF. | By June 2021 |

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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** | 1.1   * Acting DHT provided guidance and training on Emotion Work Recovery programme on in-service day 1. * Teaching staff reviewed recovery programme and completed training, where necessary. * Acting DHT has attended a range of Health and Wellbeing meetings.   1.2  1.3   * Most children are aware of some of their rights. * Class charters created at the start of Term 1.   1.4   * Art therapy and Women’s Aid counselling in place for targeted children. *(James O’Neill, Charlie Lamb, Luna Ballantyne)* * Referral made to Virtual Schools for outdoor learning (one pupil). * Emotional check-in in place and reviewed regularly. * Teaching staff have made themselves familiar with the Resilience Toolkit. All have been provided with their own kit. * Consultations with Educational Psychologist continue. New strategies to support staff are provided.   1.5   * Information re mental health support provided by NLC issued to all staff.   1.6   * Stages of intervention/sanctions reviewed and piloted from November. * Wellbeing Webs completed by al children during Terms 1 and 2 |
| **February** | 1.1  1.2   * Primary 6a have been working with Michelle Stewart to plant bulbs and clear the old vegetable patches *(more details to be added by Michelle).*   1.3  1.4   * Certain staff have been asked to complete the Resilience Toolkit for pupils *(David, Sabiha)* * Request for Assistance submitted to CLD. * Referrals made to Teen Talk. *(Ross Jenkinson and Stephen Scroggie)*   1.5   * Teaching staff took part in Season for Growth (staff and whole class) training led by Educational Psychologist (9th March) * Teaching staff took part in training on how to support. * Information re mental health support provided by NLC issued to all staff.   1.6   * Wellbeing Webs completed by all children during Term 3. |
| **May** | 1.1  1.2  1.3  1.4   * Referrals made to Teen Talk. *(Erin Cooper, Brooke Baird, Sonnie McCrann and Jamie McGradie)* * Additional support for transition to secondary school for targeted children.     1.5  1.6   * Wellbeing Webs completed by all children in Term 4. * Parents’ survey issued to parents (last week in April). |

**2020-21 School Improvement Priority 2**

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| **IMPROVEMENT PRIORITY 2:** | **To raise attainment in literacy and numeracy through high quality learning and teaching within the broad general education.** | | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Senior Leadership Team** | | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 2.2 Curriculum  2.4 Personal Support  3.1 Improving wellbeing, equity and inclusion  3.2 Raising attainment and achievement | | 1. Early intervention and prevention  4. Targeted approaches to literacy and numeracy  5. Promoting high quality learning experience  6. Differentiated support  7. Using evidence and data  10. Partnership working | | 1. School Leadership  2. Teacher Professionalism  3. Parental Engagement  4. Assessment of children’s progress | 1. Improvement in attainment, particularly in literacy and numeracy.  2. Closing the attainment gap between the most and least disadvantaged children. | 1. Improvement in attainment, particularly in literacy and numeracy.  2. Closing the attainment gap between the most and least disadvantaged children. | 28 – Right to education |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state where cost is being met from. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| 2.1  Staff will have a clear understanding of the level each child is working at and their next steps/gaps. | Throughout first term, staff will draw on a range of assessment information to identify starting points for learning (use of standardised assessments including SWST, MaLT, PM benchmarking, YARC and PiPs).  Gaps in learning will be addressed through careful planning and staged intervention framework. | Use of standardised assessment data and other tracking information. | MaLT Assessments  SWST Assessments  PiPs Assessments - £304 (PEF)  PM Benchmarking Kit  YARC Assessments | By September Weekend |
| 2.2  Pupil progress will be closely monitored to ensure timely interventions. | New tracking system, Progress and Achievement, to be used to capture Teacher Professional Judgement.  Pupil Progress Meetings will be held 4 times through the year to focus on tracking data and BGE experiences. | CfE Benchmarks for Literacy and Numeracy will be used to support teachers’ professional judgement.  Progress and Achievement Attainment snapshot dates: Sept, Nov, Feb, May |  | Throughout the year |
| 2.3  All children will be supported to achieve their potential. | Targeted interventions will be offered to support individuals or small groups within a class, following appropriate risk assessments. | Use of standardised assessment data and other tracking information. |  | To be set up by the start of Term 2  Groups to run during Terms 2, 3 and 4. |

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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** | 2.1   * All children have been assessed and gaps identified.   2.2   * Progress and Achievement not yet in use. School tracking database kept up to date and information issued to staff. * Pupil Progress Meetings took place in August and October.   2.3   * Some interventions in place (less than usual due to health and safety restrictions. * Attendance carefully monitored and letter issued/phone calls made each month. |
| **February** | 2.1  2.2   * Primary 1 and 2 Pupil Progress meetings took place in December.   2.3 |
| **May** | 2.1  2.2   * Kate Watt took part in Progress and Achievement app training (4th May).   2.3   * Additional 0.8FTE (PEF funded) used to compensate for reduction in core staffing due to staff accrued leave. * Teaching staff given additional time out of class to complete assessment. * SNSA completed for all Primary 1, 4 and 7 pupils (One Primary 1 assessment deleted due to inaccurate result). * SNSA, PM benchmarking, YARC and Big Maths results analysed in order to identify gaps and next steps. * Additional interventions provided – Wave 3, Number Box, reduction in class sizes during Literacy and Numeracy, Read, Write Inc. (group work and use of some of the strategies e.g. flash cards in classes). |

**2020-21 School Improvement Priority 3**

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| **IMPROVEMENT PRIORITY 3:** | **To develop digital learning pedagogy across all stages, ensuring quality and equity for all learners.** | | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Senior Leadership Team** | | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 2.2 Curriculum  2.4 Personal Support  3.1 Improving wellbeing, equity and inclusion  3.2 Raising attainment and achievement | | 5. Promoting high quality learning experience  6. Differentiated support  7. Using evidence and data  10. Partnership working | | 1. School Leadership  2. Teacher Professionalism  3. Parental Engagement  4. Assessment of children’s progress | 1. Improvement in attainment, particularly in literacy and numeracy.  2. Closing the attainment gap between the most and least disadvantaged children. | 1. Improvement in attainment, particularly in literacy and numeracy.  2. Closing the attainment gap between the most and least disadvantaged children. | 28 – Right to education |

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| 3.1  All learners to have access to a device which enables them to engage with digital learning at home. | SLT to liaise with families to identify need for devices and internet access.  Online work will be planned for pupils self-isolating.  All users to be reminded of ICT Acceptable Use Policy.  Procedures for online learning to be developed with all staff, following NLC Digital Learning and Teaching Policy. | Engagement tracker information  Parental consultations  Business Continuity Planning  NLC Digital Learning and Teaching Policy | NLC Covid 19 Guidance  Digital School support  Education and Families deployment of devices. | By November 2020 |
| 3.2  All learners will have access to digital learning platforms such as Glow, MS Teams, Sumdog etc, to participate in online, digital learning. | All pupils issued with username and passwords for Glow, MS Teams, Sumdog, and Oxford Owl.    Create a clear overview of which platforms are being used to support and track learning in all classes.  Establish clear communication between staff and learners around expectations and procedures when learning at home digitally. (Refer to NLC Digital Learning Policy.) | Overview of digital platforms  NLC Digital Learning and Teaching Policy | Training provided by NLC – no cost    Oxford Owl subscription – cost TBC | By December 2020 |
| 3.3  Increased opportunities for learners to engage with digital learning within and out-with school. | Follow clear procedures for staff and pupils self-isolating, ensuring equity and excellence in learning.  Class teachers to increase opportunities for experiences using Glow and MS Teams within the classroom.  Microsoft Teams to be used to plan home learning experiences for all classes, offering an alternative, where necessary.  Glow to be used to support collaborative learning within and out-with the classroom using Word, Power Point etc.    Collaborate with Digital School staff to identify resources required to support self-isolating families. | Monitoring shows an icreased use of digital learning within classes.  Learners are more competent in digital learning to support and extend their learning | Access to ICT, additional laptops and iPads to be purchased - £TBC  Online training  Digital Learning Champion to cascade information to staff | By December 2020 |
| 3.4  Further develop digital skills of all staff to support in class and remote learning activities. | Opportunities for staff CLPL (See Digital Schools CLPL programme).  Increased use of: One Note, Sway, Power Point, Forms and MS Teams to support learning at home and assessment of learning.  Increased use of digital tools to assess learning eg. Forms, Teams and other collaborative learning tools. | SLT learning visits and shared classroom learning opportunities show learners using digital learning devices more frequently. | Access to ICT, additional laptops and iPads to be purchased - £TBC  Staff CLPL Records | Throughout the session |
| 3.5  Learners engagement will be tracked and monitored. | Use of ‘Insights’ app to track learners’ engagement on MS Teams.  Staff to continue to track engagement on other platforms.  SLT to develop an overview to digital platforms and their use across all stages.    SLT to make contact with families self-isolating as per Pan Lanarkshire Protocols.  Monthly tracking to be established. | Insights app data  Digital Platforms Usage Database  Records of communication with families. | Engagement records. | Throughout the session |

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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** | 3.1   * All families who requested a device in phases 1 and 2 have been issued with a laptop. * Procedure put in place for online learning during self-isolation. * All children issued with Acceptable Use policy, additional policy issued when devices are loaned. * Business Continuity Plan written and regularly reviewed.   3.2   * All children have been issued with their log in details. * HT contacts all isolating families to explain procedures for work. Ashley French (shielding teacher) then communicates with them and sets work (in consultation with class teacher).   3.3   * Teachers provide opportunities for the children to become more familiar with Glow and Teams.   3.4   * Staff training on Teams led by Karen McBride on November in-service day.   3.5 |
| **February** | 3.1  3.2  3.3   * Robust and effective programme of remote learning implemented. * Parents’ survey issued.   3.4   * Staff have taken part in additional training let by Pathfinder staff, January 2021.   3.5   * Insights app added to each class Team and information reviewed by class teacher and SLT. |
| **May** | 3.1   * Teams continues to be used for one pupil who is still shielding (this has included reading assessment). * Teams used in a variety of classes to enhance in school learning *(which classes?)* * Teams used to pilot use of ICT in Taught Writing lessons for Primary 7 pupils as part of *(add name of Karen’s course).*   3.2  3.3  3.4  3.5 |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT: Kildrum Primary**

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

**SAC – 1 FTE (probationer = 0.8FTE)**

**PEF - £108,082**

**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. |
| Our rationale for SAC and PEF is to raise attainment in Literacy, Numeracy and Health and Wellbeing with a specific focus on those children who live in the most deprived areas. Our SAC and PEF plans will run alongside our School Improvement Priorities which places emphasis on improving attainment in Literacy and Numeracy, mental health and digital technologies.  For some of our pupils a lack or resilience and ability to regulate their behaviour can cause a barrier to learning. They will be supported with the help of additional ASNA hours, the Emotion Works resource and additional strategies listed in the School Improvement Plan.  Our initial priority in Term 1 will be to settle the children back into school routines, to reassure them and identify any health and wellbeing concerns. The additional staffing provided by SAC and PEF will allow the SLT to spend more time supporting pupils and staff to do this. A priority will then be placed on assessment in order to establish where the children are in their learning and what support is required. From Term 2 additional interventions and focus groups will be put in place. Progress will be closely monitored and tracked.  Additional investment in hardware will also be made to ensure that devices are available for children who are isolating and that all pupils have access to laptops and tablets while in school (while still following COVID-19 Health and Safety guidance). |

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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.) |
| **Scottish Attainment Challenge** | | | |
| **1FTE**  *(Probationer)*  This resource gives an additional 0.4FTE out of class for Acting DHT and DHT. | **Literacy** | DHTs working across the school to provide support for all staff.  Assess all Primary 1 children using the PIPS assessment.  Identify and support children facing literacy difficulties and oversee support for learning interventions;   * Read, Write Inc. * IDL * Wave 3 * Literacy focus groups * Rainbow Reading (if possible due to current restrictions) * GIRFMe Planning * Literacy consultation profiles * Training of support staff | Evidence gathered through the monitoring process and medium term planning feedback with a focus on ensuring high quality teaching and learning is happening across all stages.  Analysis of attainment data, staff training throughout the year offered at collegiate times as well as individual support meetings with staff.  Evidence of impact on attainment through assessment e.g.YARC, POLAAR, PHAB 2, benchmarking/active literacy assessments, SNSA |
|  | **Numeracy** | Numeracy Coach and DHTs working across the school to provide support for all staff.  Completion of school Numeracy assessments to fill gaps in Big Maths resource and Numeracy policy.  Identify and support children facing numeracy difficulties and oversee support for learning interventions;   * Catch up numeracy (if possible due to current restrictions) * 5 minute numeracy box (if possible due to current restrictions) * Sumdog * Numeracy focus groups | Evidence gathered through the monitoring process and medium term planning feedback with a focus on ensuring high quality teaching and learning is happening across all stages.  Analysis of attainment data, staff training throughout the year offered at collegiate times as well as individual support meetings with staff.  Evidence of impact on attainment through assessment e.g.Big Maths assessments, MALT, SNSA. |
|  | **Health and Wellbeing** | Health and Wellbeing Champion working across the school to provide support for all staff.  Completion of Wellbeing Webs to gather children’s views across the Wellbeing Indicators.  Introduction of Emotion Works Recovery programme.  Completion of a whole school Health and Wellbeing programme.  Identify and support children facing Health and Wellbeing difficulties and oversee support interventions;   * Check-ins * Attendance reviews * Resilience Toolkit | Evidence gathered through the monitoring process and medium term planning feedback with a focus on ensuring high quality teaching and learning is happening across all stages.  Teacher judgement, staff training throughout the year offered at collegiate times as well as individual support meetings with staff.  Wellbeing Webs  Attendance data |

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| **Pupil Equity Fund** | | | |
| **Acting DHT**  *(enhanced post August 2020 – April 2021)*  *£10,637* | **Literacy, Numeracy and Health and Wellbeing** | Acting DHT taking responsibility aspects of the areas detailed above. | Evidence as detailed above. |
| **1FTE** *(teaching post August – March)*  *£34,377* | **Literacy and Numeracy** | Providing cover to allow DHTs and another teacher to provide Literacy and Numeracy interventions:   * Read, Write Inc. * Wave 3 * Focus groups | Evidence gathered through the monitoring process and medium term planning feedback with a focus on ensuring high quality teaching and learning is happening across all stages.  Analysis of attainment data, staff training throughout the year offered at collegiate times as well as individual support meetings with staff.  Evidence of impact on attainment through assessment e.g.Big Maths assessments, MALT, SNSA, YARC, POLAAR, PHAB 2, benchmarking/active literacy assessments. |
| **25 hrs ASNA**  *(August – March)*  *£11,750* | **Health and Wellbeing** | Providing 25 hours support for two pupils who require a significant amount of adult attention in order to stay safe and complete tasks. | Evidence gathered through observation, teacher judgement and the review of GIRFMe Plans. |
| **Emotion Works Annual Subscription**  *£150* | **Health and Wellbeing** | Emotion Works programme to be used across the school and throughout the year. The Recovery Programme will be used in Term 1 and then classes will move on to using the usual resource. | Evidence gathered through the monitoring process and medium term planning feedback with a focus on ensuring high quality teaching and learning is happening across all stages.  Teacher judgement, staff training throughout the year offered at collegiate times as well as individual support meetings with staff.  Wellbeing Webs  Attendance data |

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| **Big Maths Annual Subscription**  *£1,100* | **Numeracy** | Big Maths resources will continue to be used to ensure progression and continuity across all stages and classes. It will allow children to be assessed and tracked accurately and will provide staff with planning and resources. | Evidence gathered through the monitoring process and medium term planning feedback with a focus on ensuring high quality teaching and learning is happening across all stages.  Analysis of attainment data, staff training throughout the year offered at collegiate times as well as individual support meetings with staff.  Evidence of impact on attainment through assessment e.g.Big Maths assessments, MALT, SNSA. |
| **PIPS Assessments**  *£304* | **Literacy and Numeracy** | PIPS assessments will be completed by all Primary 1 pupils in September and June in order to identify next steps and measure progress. | Analysis of data. |
| **Laptops**  *£TBC* | **Digital Technologies** | All staff will have access to digital technologies as home.  Pupils who are self-isolating will have access to digital technologies. | Evidence gathered through the monitoring process and medium term planning feedback with a focus on ensuring high quality teaching and learning is happening across all stages and that digital technologies is embedded across the curriculum. |
| **Outdoor Learning Resources**  *£TBC* | **Health and Wellbeing** | All pupils will have access to well planned and resources outdoor learning. | Evidence gathered through observation and audits. |