

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2021-22**

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| **School:** | New Monkland Primary and Nursery Class |
| **Cluster:** | Airdrie Academy |

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| Improvement Plan Summary | |
| Cluster Priority: | To develop a shared approach to targeting support towards young people and their families. |
| School Priority 1: | Examine and justify data from ongoing assessment evidence in reading to support raising attainment in writing. |
| School Priority 2: | Examine and justify data from ongoing assessment evidence in Numeracy and Mathematics to build on raising attainment for all. |
| School Priority 3: | Fully utilise digital technology training & experiences to strengthen teaching and learning further for both staff and pupils. |
| Nursery Class Priority: | Promote and develop Planning in the Moment by applying the Curiosity Approach |

**Education and Families Priorities**

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

**Improvement Actions**

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

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

**Improvement Actions**

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

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

**Improvement Actions**

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

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

**Improvement Actions**

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

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

**Improvement Actions**

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

**Rationale for the Improvement Plan**

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

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

**School Vision and Values**

**Our Vision**:

We are committed to providing the highest quality learning experiences for all our children by providing a fun, happy, meaningful and inclusive environment. We are ambitious, innovative and committed to supporting and leading all our children in partnership with parents and the wider community so that no one is left behind and can achieve their full, individual potential. We work effectively together as a team to set challenging and aspirational goals, where everyone is given opportunities to achieve excellence and celebrate success.

**Our Values:**

We have fully embedded Rights Respecting (silver) across our school and nursery and following consultation in 2019 our values were refreshed in line with what we represent as a school and nursery. These are fully embedded into our daily practice and across our community.

***Respect - Honesty - Kindness - Fairness – Positivity***

**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.

Due to COVID 19 restrictions we have successfully engaged with all our parents/carers using digital technology. We have continually used FORMS to identify areas for improvement especially during home learning and our return to school/nursery. Webex has been used successfully to continue with parent partnership meetings.

Telephone consultations with parents/carers to review GIRFMe plans have been well received

Using social media to update/engage parents

Continued to celebrate significant events/celebrations, e.g. Christmas, Easter & Graduation

Direct link to teacher email which aided in supporting families especially during lockdown

Parent/carer feedback allowed us to reflect on current practice when sending out updates on children’s progress

**Details of engagement with parents/carers**

**Details of engagement with learners**

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| Due to lockdown at the start of 2021 again we have had to engage digitally with our learners, e.g.   * Recorded lessons * Live lessons * HWB check ins * Seasons for growth groups online * Sharing and celebrating success * Engaging in family involvement in learning at home, e.g. family cooking sessions * Uploaded lessons night before to accommodate working parents * Being aware of learning needs and the variety of learners and children were split into groups that they would have been in class   This has continued on our return to school where staff have had to upskilled themselves in the use of digital resources and the engagement with their learners in the physical classroom, e.g.   * Effective use of IPADS * Airdropping tasks direct to children * Providing a balance non-digital aspect * Providing for the variety of individual learners needs * Use of outdoor space and ownership of classroom * Children have still taken part in events (within the guidelines) * Virtual school trips |

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. |

**2021-22 Cluster Improvement Plan**

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| IMPROVEMENT PRIORITY: | **To develop a shared approach to targeting support towards young people and their families.** | | | | | |
| Person(s) Responsible  Who will be leading the improvement? | | |  | | | |
| HGIOS/ HGIOELC Quality Indicators | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 1.3 Leadership of Change  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement | | 1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership 7. Using evidence and data   10.Engaging beyond the school | Teacher Professionalism  Assessment of Children’s Progress  School Improvement  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 | Priority 2: Closing the attainment gap between the most and least disadvantaged children | Article 28 – right to education  Article 29 – goals of education |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc.  (Establishments should insert their own measures) | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Increase attainment for targeted students to improve attainment gap in literacy.  Improve overall average ACEL data in reading from 76% to 80%  ***Rational:***  ***ACEL 2019 highlights Reading as an area for improvement in 5 schools (less than 80% achieving their target level) in addition writing had an average level of 74% across the cluster*** | Establishments to identify groups students who require additional interventions in reading/ writing and agree intervention by CST  Identify 3 groups of students for CST to target (up to 10 in each group) support to raise attainment across the cluster. Data held at school level will also indicate specific areas for targeted support.  Continue cluster approach to Learning Teaching and Assessment.  Schools to develop a shared approach to use data to record and plan for improvement.  Collaboration on effective use and analysis of diagnostic assessments across the cluster.   * What is being used? (e.g. MALT, YARC, Number Screening, SWST, SNSA) * How effectively is data used to inform planning? (e.g. SNSA – is data analysed to identify lower levels of attainment in relation to specific E’s & O’s and implement appropriate planning) * What is working well/not so well? | (Quantitative)  Baseline assessments and CST assessments (SNSA, ACEL, Progress and Achieve)  Benchmarks and diagnostic assessments to be completed by schools pre-intervention, by CST – post intervention. Used shared tracking spreadsheet.  (Qualitative)  Staff evaluations and teacher confidence in assessing levels  Increased attainment in  Tracking interventions sheet.  Staff Questionnaire | Termly-  10.11.21  31.1.21  22.4.21  28.6.21  Schools will be supported termly and evaluations will be submitted to HT’s and CIIL. Schools should prepare baseline information prior to CST commencing.  School survey should be set in August of the year and again in May to assess staff confidence levels (MS forms) |  |
| All establishments develop process towards becoming a more nurturing environment (Personalised School Targets based on self-evaluation)  ***Rational:***  ***SDQ identified 15% of pupils in Primary school had raise, high or very high difficulties score. Schools in cluster are all nurturing environments and are at different stages in terms of developing the 6 principles of nurture. Schools will continue to develop this to support the 15%. Good practice will be shared to enhance experiences of young people across the cluster.*** | Educational Psychologist to work with schools to complete nurture self-evaluation  Cluster schools agree with educational psychologist on nurture principles to address  Shared practice in transition from nursery to primary  Share good practice at cluster meetings on nurture approaches | (Qualitative)  Self-evaluation  Stakeholder views  Position Statement  Surveys  (Quantitative)  Number of exclusions reduced (What’s the story Dashboard)  Microsoft form to judge teacher confidence  Increased attendance  SDQ | Staff survey set in August to gauge baseline scores.  March Checkpoint. – Review with Educational Psychologist  June Checkpoint. School reports  Ongoing showcase at Cluster meetings |  |
| Reduce the identified vulnerable groups by supporting families through partner agencies by 10%  ***Rational***  ***233 children were identified across the cluster as vulnerable. Schools and wider community should work together to ensure early and effective interventions are in place to get support to families when they need it.*** | Target identified pupils highlighted as having a number of vulnerabilities.  Create a plan to increase participation in the community using the Wellbeing team to support  Build a poverty proofing policy into GIRFEC pathways for planning.  Ongoing identification of supports at universal, additional and intensive level.  Create an interactive cluster directory  Celebrating Airdrie day – target families  Poverty Awareness week activities  Schools together should continue to review vulnerable families and work together to track the supports available and impact of these supports. | (Quantitative)  Leuven Scale  Attendance  Vulnerable Children’s lists  SDQ data  Outcome star  (Qualitative)  Pupil views  Participation in school  (Observations)  Staff observation  Case study | November  March |  |
| Improve Mental Health by increasing number of children scoring “close to average” from 85% to 88%  ***Rational***  ***85% of students have been identified as having an average SDQ score. By targeting 15 % who score raised, high or very high in the survey it is hoped that these students will become happier in their school environment and in turn raise attainment*** | Application to community MH and Wellbeing fund  Development of nurture  Work with local community groups on a shared approach to improving mental Health (LOIP)  Stress and Anxiety training to be given to staff in all schools  Planned use of Leuven scale to measure wellbeing interventions  Structured delivery of LIAM programme  Create online SWAY resources to support Mental Health | (Quantitative)  SDQ  Counselling numbers  Leuven Scale evaluations  (Qualitative)  Staff evaluations  Pupil Feedback  Evaluations from third sector providers | November  March |  |
| **Resources** | | | | |

**2021-22 School Improvement Priority 1**

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| **IMPROVEMENT PRIORITY 1:** | Examine and justify data from ongoing assessment evidence in reading to support raising attainment in writing. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | **All Staff (School)** |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **1. School Leadership** | **1. Improvement in attainment, particularly literacy and numeracy** | **2.2 Curriculum** | **4. Targeted Approaches to Literacy and Numeracy** | **NA** | Article 3 - best interests of the child |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **4. Assessment of Children's Progress** | **2. Closing the attainment gap between the most and least disadvantaged children** | **2.3 Learning, Teaching and Assessment** | **5. Promoting a high quality learning experience** | **NA** | Article 28 - right to education |
| Choose an item. | **5. School Improvement** | Choose an item. | Choose an item. | **7. Using Evidence and Data** | **NA** | Article 29 - goals of education |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **12. Research and evaluation to monitor impact** | **NA** | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| To improve attainment in reading by 5% in each stage | Baseline 2 targeted children to track over the course of year, using Pre and Post Assessments to monitor progress  Targeted children to receive intervention support | CEM Assessment  PM Benchmarking  Observations | Ongoing |  |
| To narrow the gap between the areas of Reading and Writing | Tracking and Monitoring dialogue with the HT  Targeted children to receive intervention support  Apply skills from reading to writing | HT Data  Teacher Professional  Judgement underpinned by the  Benchmarks  Increased quality of ‘Read to Write’ tasks/Reading activities | Termly:  October,  January  May |  |
| To build an ethos of an Enjoyment for Reading | Incorporate ‘Reading for Enjoyment’ in each stage for a protected time each week  Reading Buddies | Qualitative feedback using  Microsoft Forms for pupil and parental feedback  Observation of application of skill | Ongoing |  |
| Use evidence from previous assessment data to improve comprehension skills | Incorporate comprehension activities into the Modelling Block from P4 – P7  Build in comprehension within infant classes to develop these skills from August  Use RTIC in P5 – P7 as a comprehension intervention  Incorporate comprehension across the curriculum | YARC from P2 – P7  SNSA  Observations  Pupil jotter work  PM Benchmarking | Ongoing |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  PM Benchmarking Kit  YARC Assessments  CEM  SNSA | | | | |

**2021-22 School Improvement Priority 2**

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| **IMPROVEMENT PRIORITY 2:** | Examine and justify data from ongoing assessment evidence in Numeracy and Mathematics to build on raising attainment for all. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | **All Staff (School)** |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **1. School Leadership** | **1. Improvement in attainment, particularly literacy and numeracy** | **2.2 Curriculum** | **4. Targeted Approaches to Literacy and Numeracy** | **NA** | Article 3 - best interests of the child |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **4. Assessment of Children's Progress** | **2. Closing the attainment gap between the most and least disadvantaged children** | **2.3 Learning, Teaching and Assessment** | **5. Promoting a high quality learning experience** | **NA** | Article 28 - right to education |
| Choose an item. | **5. School Improvement** | Choose an item. | Choose an item. | **7. Using Evidence and Data** | **NA** | Article 29 - goals of education |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **12. Research and evaluation to monitor impact** | **NA** | Choose an item. |
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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| To improve Maths and Numeracy by 5% in each stage | Use ongoing assessments to monitor progress and attainment  Baseline 2 targeted children to track over the course of year, using Pre and Post Assessments to monitor progress | CEM Assessments  SNSA  MALT | Term 1  Term 3  Ongoing |  |
| To narrow the gap between Maths and Numeracy | Tracking and Monitoring dialogue with the HT  Targeted children to receive intervention support  Apply skills from Numeracy to Mathematical concepts, and vice versa | HT Data  Teacher Professional Judgement underpinned by the Benchmarks | Termly:  October  January  May |  |
| Regular assessment of pupil progress | Use Primary Curriculum Textbooks with Maths and Numeracy lessons  Implement corresponding assessments at the end of every concept | MALT  Sumdog  Observations  Pupil jotter work | Ongoing |  |
| To deliver targeted interventions to specific pupils | Catch Up Numeracy  Number Box  Dynamo Maths | MALT - Pre and Post Intervention | Ongoing (6 weekly blocks) |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  MALT Assessments  Primary curriculum Textbooks, Assessments and Teacher Guides  SNSA  CEM  Dynamo Maths Subscription | | | | |

**2021-22 School Improvement Priority 3**

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| **IMPROVEMENT PRIORITY 3:** | Fully utilise digital technology training & experiences to strengthen teaching for staff and learning for pupils. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | **Digital Lead and All Staff (School)** |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **4. Improvement in empolyability skills and sustained positive destinations** | **5. School Improvement** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **2.2 Curriculum** | **5. Promoting a high quality learning experience** | **NA** | Article 12 - respect for the views of the child |
| Choose an item. | Choose an item. | Choose an item. | **3.3 Increasing Creativity and Employability** | **8. Employability and skills development** | **NA** | Article 17 - access to information from the media |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **11. Professional learning and leadership** | **NA** | Article 28 - right to education |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Article 29 - goals of education |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Further embed digital learning experiences across interdisciplinary contexts, through continued development of staff digital knowledge and skills. | Explore and develop the skill set of all learners, at the beginning of the new school session, to ensure that technology is used appropriately, setting out clear expectations of usage to build quality of learning when using a device.  Create a list of apps to be taught monthly to allow learners to build confidence, develop skills and explore how to use apps effectively to support and aid learning.  Create a list of digital milestones for across the school which will provide breadth and progression of skills linking in with short term and forward plans.  Participation within NLC Digital Schools Award. | Staff PRD  CPD Manager  Teachers daily and termly planning will demonstrate the increased focus on and use of digital technologies.  Use of Technologies Progression Pathways within Forward Plans.  How to guides and webinars available on GLOW and Microsoft Educator accessed and completed.  Highlight the current app of the month with school community and demonstrate this in planning and daily teaching.  Embed the criteria for the Digital Schools award across all stages. | Ongoing |  |
| Continue to increase and implement a wider range of digital tools to enhance learners’ experiences of their interdisciplinary context | Incorporate digital tools and indicate which aspects of digital technologies will be used within  interdisciplinary learning within short term and forward planning.  Learners will be coached by staff to ensure that they are confident and competent in the different aspects and variety of digital tools that they will be accessing.  The Digital Champion will recommend which tools fit best with aspects of teaching and learning and these will be adapt to best support learners and their IDL experiences. | CPD Manager  GLOW populated with suggestions of suitable digital tools to use and tasks which would be best suited.  Work and feedback of learners completed using different digital tools on GLOW.  Children’s learning conversations with staff and SLT will reflect how digital technology is embedded within their work and highlight how this has enhanced their learning, enjoyment and motivation.    Teachers planning will demonstrate an increased focus on and use of digital technologies. | Ongoing |  |
| Increase children and young people’s opportunities to engage with learning digitally across interdisciplinary contexts. | All classes to consistently access digital platforms during interdisciplinary lessons.  Develop consistent approaches of the use of digital learning across interdisciplinary contexts  Continue to embed children’s digital interests within their interdisciplinary context through Pupil Voice.  Use planning proformas that will include aspects of digital technologies.  Create opportunities for children to lead their learning digitally; further developing skills within school and at home | Learner Consultations and Evaluations  Pupil voice sessions and minutes.  Planning Tracking and Monitoring  Termly Planning of digital opportunities  Class lessons  Staff reflection of lessons  Learner conversations with SLT. | Ongoing |  |
| Digital Leaders will support and engage with peers to enhance digital learning throughout the school. | Digital Leaders to feedback about apps and digital tools of interest, linking with planning and milestones.  Digital Leaders to deliver assemblies (via Teams) to inform other classes of digital development within the school  Digital Leaders to share information via Presentations and other means. | Digital Leaders provide feedback about their experiences of the use of digital tools in their interdisciplinary contexts.  Feedback from learners and teachers about the impact of the digital committee and digital leaders.  Creation of information about Apps and digital learning tools. | Ongoing |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  iPads  Promethean Boards  Microsoft Forms  Class Laptops  Microsoft Teams | | | | |

**2021-22 Nursery Class Improvement Plan**

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| **IMPROVEMENT PRIORITY :** | Promote and develop Planning in the Moment by applying the Curiosity Approach | |
| **Person(s) Responsible**  Who will be leading the improvement? | | **Lead ELP – Nursery Team and SLT** |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOELCC QIs** | **PEF Intervention** | **UNCRC Articles** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **1. School Leadership** | **1. Improvement in attainment, particularly literacy and numeracy** | **1.1 Self Evaluation for Self Improvement** | Choose an item. | Article 2 - non-discrimination |
| **3. Improvement in children's and young people's health and wellbeing** | **2. Teacher Professionalism** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.2 Leadership of Learning** | Choose an item. | Article 3 - best interests of the child |
| Choose an item. | **3. Parental Engagement** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **1.5 Management of Resources to Promote Equity** | Choose an item. | Article 12 - respect for the views of the child |
| Choose an item. | **4. Assessment of Children's Progress** | Choose an item. | **2.2 Curriculum** | Choose an item. | Article 23 - children with a disability |
| Choose an item. | **6. Performance Information** | Choose an item. | **2.3 Learning, Teaching and Assessment** | Choose an item. | Article 31 - leisure, play and culture |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Delivering and recording high, quality observations with clear identifiable sections (context, teachable moments, outcome and next steps).  Observations should make reference to the CfE. | Continue to provide in-house and external training on Planning in the Moment and refresh sessions  Introduce staff workshops both practical and theory related  Create observational templates (as a staff team), which will be used to record context, teachable moments, outcomes and next steps  Clear system for focus children  Continue to encourage all children to be the leaders and directors of their own meaningful learning  Enhance use of ICT and printing facilities to which evidence could be printed in the moment  Audit/monitoring system in place to ensure provocations are of quality  Well thought out natural materials and a clear storage facility so that resources are accessible ‘in the moment’  Ensure that children are participating in very practical experiences (focus on process on finished result) e.g. when making playdough to then be decorated with a variety of loose parts. This experience (for example) will have different teachable moments/outcomes based on age/stage of child. | Monitoring of staff  Observations to determine progress  Records of which children have been ‘focus children’  Learning profiles/sketch pads monitoring  Home links to scaffold interests  Feedback from staff workshops/meetings  CPD Evaluations | Ongoing |  |
| The use of provocations, allowing staff members to build and extend on children’s interests – incorporating the use of natural and authentic loose parts/materials. | Ongoing |  |
| The principles of the CfE to be enriched within all observations, interactions and provocations. | Staff traning on the curriculum principles and how these should be used for in the moment planning  Clear use of a variety of readings to anlyse and evaluate progress | Observations should link clearly to principles. Lead practitioner will observe.  Peer assessing | Ongoing |  |
| WOW moments / achievements should be fully displayed and acknowledged | Thought should be given to wall displays and how such displays can incorporate evidence of children’s progress, achievements and WOW moments  Training on how to observe and record a WOW moment in a child-friendly way | Staff members and children should be able to clearly communicate wall most displays  Discussions with children | Ongoing |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  Sketchpads for all children  Printing facilities in nursery  Resources purchased from resource/snack fund  Traing where nessessary  Planning in the Moment – Books for all staff members | | | | |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT:**

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

**£29,405**

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2021-22**

|  |  |  |  |
| --- | --- | --- | --- |
| **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. | | | |
| **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) |
| £25,000  (1 FTE) | Reading, writing, numeracy & mathematics | Our planned use of PEF for this session is to fund a teacher. The teacher will be fully class committed as it will then allow us to release an experienced teacher who is trained in targeted interventions and who can team teach with specific groups of children across the school.  The children who fall into the poverty related attainment gap will be targeted by the teacher released as they are below national expectations or not yet at national expectations.  Our aim is to then focus on the children who are not yet at the national standard (not forgetting the children who are not attaining) and our hope is with a trained teacher providing support it will help close the gaps currently identified and hopefully get these children achieving their level with support, interventions in place and aspirations.  **Poverty Related Attainment Gap:**  SIMD 1 & 2 = 2 children below national expectations and 1 child not yet at national expectations (3) out of 12 children across the school not on track who are in SIMD 1 & 2  FSM = 12 children below national expectations and 9 children not yet at national expectations (21) out of 35 children across the school not on track who are FSM and in receipt of a clothing grant  GIRFMe Plans = 9 children below national expectations and 2 children not yet at national expectations (11) out of 21 children across the school not on track who are on GIRFMe plans  ***The children (not yet) at the national expectations could reach the national standard over an academic year with more teacher focus, aspiration and targeted support.*** | Ongoing assessments throughout the year, YARC, MALT, Primary maths assessments & high quality assessments that will be moderated cross cluster and the West Partnership. |