



Driving Equity and Excellence

Improvement Action Plans

Session 2022-23

School:	St. Brendan's Primary & Nursery Class
Cluster:	Our Lady's High School, Motherwell

Improvement Plan Summary	
Cluster Priority:	To ensure equity for all learners & improve attainment.
School Priority 1:	With a focus on improving pedagogy we aim to strengthen the learning and teaching cycle thus improving metacognition and attainment.
School Priority 2:	To improve the mental health and wellbeing of children, families and staff by establishing open, positive, supportive relationships across the school community.
School Priority 3:	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children and young people.

Education and Families Priorities



School Vision and Values

In St. Brendan's Primary and Nursery class we aim to provide a happy, welcoming, nurturing environment in which children can reach their full potential physically, emotionally, socially, academically and spiritually through providing high quality stimulating learning experiences to develop skills for life-long learning and to promote and live Gospel values.

- * We aim to work in partnership with the whole school community to provide the highest quality of learning and teaching within a nurturing, stimulating environment.
- * We aim to provide a well ordered, safe and well-resourced environment where success is celebrated and promoted
- * We aim to advance social justice and equality of opportunity valuing diversity while promoting social inclusion
- * We aim to strive for continuous improvement through ongoing vigorous self-evaluation.
- * We aim to develop and facilitate leadership at all levels.

Through all of this we aim to develop the skills and talents of all our children, enabling them to become successful learners, confident individuals, responsible citizens and effective contributors as we voyage together as a community of faith, love and learning.

Audit and Consultation

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

Details of engagement (pupils, parents/carers, partners)

Details of engagement with parents/carers

We will build on our strong partnership through working with Parent Council, Parent Fundraising Group and the wider community of parents. We continue to consult with and seek the views of our parents/carers on their children's learning.

Parents are fully involved in the self-evaluation process, school improvements and use of the Pupil Equity Fund. We will continue to provide information through the new Parent Portal/System/School App, our School Website and Twitter feed.

During the recent COVID-19 School Closure, we further developed our digital communications with our families to maintain engagement. We will continue to provide information through digital platforms and will strive to find innovative ways to continue to engage with our families.

We have consulted with our Parent Council to prioritise options for Pupil Equity Fund.

Details of engagement with learners

Through the continued work of the school community, there is a strong focus on the Health, Eco, Fairtrade, Right's Respecting and Enterprise Agendas. Every child has a voice in St. Brendan's Primary and Nursery. Our Pupil Council have represented pupils and gathered views on school improvement and use of Pupil Equity Fund. We will continue to consult and involve our pupils in self-evaluation/improvement agenda. We have embedded pupil Thinking Circles to provide our pupils with the opportunity to self-evaluate the work of the school by using HGIOS 4 – Pupil Version and we aim to continue this in our practice this academic year. Our assemblies give pupils regular opportunities to reflect on the work of the school and future improvements. Digital profiles have increased pupil's responsibility for their learning by setting targets, identifying and recording achievements.

2022-23 Improvement Plan

Cluster Priority : Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To ensure equity for all learners & improve attainment.
Person(s) Responsible Who will be leading the improvement?	Cluster Chair, Cluster Heads, CIIL & Staff across the cluster establishments

(Please insert the relevant information below using the codes above)	
NIF Priority: School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	NIF Driver: School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information
NLC Priority: Priority 2: Closing the attainment gap between the most and least disadvantaged children Priority5: Improved outcomes for vulnerable groups	QI: 1.3, 2.2, 2.3, 2.4, 3.2
PEF Intervention: 1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working Professional learning and leadership	Developing in Faith/UNCRC: Article 28 & 29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? We know, and research tells us, that good attendance and parental engagement are vital for children and young people to reach their full potential. It is therefore vital that we constantly strive to improve attendance and engagement levels. We believe this can be best achieved through rigorous and robust procedures alongside projects which work hand in hand with children and their families to help us better understand the challenges they face and how best to support them. We aim to improve the cluster average attendance from 92% to 95%. From the cluster ACCEL data, writing across the cluster primary schools was identified as the biggest gap, therefore moderation and collaborative professional learning across all sectors will allow us to learn from each other, be consistent and clear in our approach. We hope to reduce the gap and show improvements in our data.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Well being Team, Digital School, Education Scotland Guidance, GIRFEC guidance, Third Sector Assessments cost as required CLPL- cost as required	

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<u>Empowering Cluster:</u> Increase engagement and improve Health & Well Being with targeted families (6 families per establishment). Increase level of attendance in all establishments across the cluster. This will be measured at P4 and S1 children across the cluster. The cluster average: P4 91.50%. S1 92.3% Cluster outcome to increase to 95%	<ul style="list-style-type: none"> Pilot project- 6 families (selected last session based on their current level of engagement) from each establishment in the cluster to take part in collaborative project to support and improve engagement leading to improved attendance. Monthly attendance reviews with SLT and CILL to identify families with attendance below the local authority average. Monthly meeting with identified families to support improved attendance. Family engagement worker to support targeted families. Robust arrangements are in place to support high quality learning for children who are not in school. 	<ul style="list-style-type: none"> Audit and analysis of engagement with Pilot Project across the cluster. Audit and analysis of attendance data across the cluster Monitoring and tracking data will reflect improvement in attendance. Collaborative working will reflect a range of approaches that will be used by the well-being team consistently across the cluster. 		
<u>Cluster:</u> Improve attainment in writing across the cluster with a focus on Early Level St. Brendan's – increasing by 5 learners Cathedral – increasing by 4 learners Netherton Family Learning increasing by 5 learners Bothwell Park increasing by 3 learners Primary	<ul style="list-style-type: none"> Analyse and interrogate data across the cluster CLPL opportunities Develop a consistent and shared understanding of standards across the cluster Moderation of planning, experiences and high quality periodic assessment Pedagogy trios/ Team teaching opportunities will be planned collaboratively across the cluster to reflect a shared understanding of the standards. 	<ul style="list-style-type: none"> Tracking and monitoring Feedback and implementation from CLPL opportunities Cluster establishments complete Audit to evidence current standards. Teachers planning will reflect a range of high quality teaching and learning approaches Learning visits and dialogue will reflect high quality teaching and learning Appropriate assessment approaches are identified and used to measure gaps:- 		

<p>The cluster average for P4 is 78.3% aim to increase to 82%</p> <p>St Brendan's 79.5% to 83%</p> <p>OLGA Cathedral increase from 79% to 82% in P4</p> <p>St Bernadette's 63.6% to 81.8% (4 learners)</p>		<p>observations, data, learner conversations etc,</p> <ul style="list-style-type: none">• All GIRFME assessments in place• Monitoring, tracking and attainment reviews will show progress in the leaning of children and young people to inform next steps• Successful engagement of children and families with the well being team		
<p>Final evaluation:</p>				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	With a focus on improving pedagogy we aim to strengthen the learning and teaching cycle thus improving metacognition and attainment.
Person(s) Responsible Who will be leading the improvement?	HT, PT & Working Group

(Please insert the relevant information below using the codes above)	
NIF Priority: 3 Closing the attainment gap between the most and least disadvantaged children and young people; 4 Improvement in skills and sustained, positive school leaver destinations for all young people 5 Improvement in attainment, particularly in literacy and numeracy.	NIF Driver: 2 Teacher and Practitioner Professionalism 4 Curriculum and Assessment
NLC Priority: 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	QI: 2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.2 Raising attainment & achievement
PEF Intervention: 4 Targeted approaches to literacy and numeracy 5 Promoting a high quality learning experience 6 Differentiated support 8 Employability and skills development	Developing in Faith/UNCRC: 2. Developing as a community of faith and learning 6. Serving the common good. Article 28 - right to education Article 29 - goals of education
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. 0.7 FTE Match Funded from PEF for Class Teachers to reduce class size 1 FTE PEF Acting PT	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Covid mitigations had some impact on our ability to interact fully with our learners, provide live feedback, 1:1 learner conversations and work collaboratively with colleagues – in person. Therefore this session we hope to return to interactive teaching styles which will improve our learners ability to critically evaluate their learning which will improve attainment particularly in writing. Currently at P7 75.6% are on track to achieve the level in Writing however pre-covid 79.3% achieved the level.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Reduced class size – PEF teacher Acting PEF PT Interventions Training from Educational Psychologist Makaton training (Early Level)	

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit from improved pedagogical practice in high quality questioning/feedback with staff pre and post questionnaires evidencing improved staff understanding and use of HOTS concepts. <i>(Pre and post questionnaires increasing from 22% of staff using HOTS most of time to 72% of staff using HOTS most of time by June 2023)</i>	<ul style="list-style-type: none"> • CLPL for teaching higher order thinking skills provided by Educational Psychologist • CLPL Teaching Talking - Nursery • Ed Psych to work with staff to refresh and embed feedback policy throughout the school • HOTS display • Practioner Enquiry on Learner Conversations • Collaborative Professional Learning Activities (Team Teaching, Pedagogy Trios, Establishment Visits) • Play Pedagogy • Growth Mindset 	<ul style="list-style-type: none"> • HT observations • HOTS Displays in all classes • Collaborative Professional Learning Activity Feedback • Pre and Post evaluations of training • Practioner Enquiry paperwork • Learner Conversations will reflect a deeper metacognition and hots (Seesaw and SMT direct conversations) • Pupil Focus Group 		
Improve attainment in Writing at P7 from 75.6% to 82.9% by May 2023	<ul style="list-style-type: none"> • Targeted group of 4 children for intervention - RTIC • Embed Progressive Pathways for Literacy to ensure consistency of approach • Increased opportunities for staff moderation to ensure consistency and quality of pedagogical approaches. • Use of flipped learning approaches to support home school links in writing. 	<ul style="list-style-type: none"> • SNSA Data • Big Writing Assessments Delivered Twice Yearly • TPJ • Tracking and Monitoring • Collegiate Discussions • Feedback to Learners • Bespoke Excel tools used to collate, present and analyse data around attainment in writing • Post intervention reviews 		
PEF Narrow the attainment gap in writing, for targeted SIMD 1-2 pupils, by June 2023: Reduce number of pupils in below average group from P1 (4 pupils to 3 pupils) P4 (3 pupils to 2 pupils) P7 (2 pupils to 1 pupils)	<ul style="list-style-type: none"> • Cluster Support Teacher for Literacy Recovery • Read Write Inc Fresh Start • Cluster Resource Teacher • Support Staff 	<ul style="list-style-type: none"> • As above. 		

<p>Increase opportunities for applying skills within and outwith the classroom across the curriculum particularly in DYW and STEM</p>	<ul style="list-style-type: none"> • Thinking Circles • Skills Academy • Outdoor Learning • Community Days • Digi Den Timetable • Partnership with 3rd Sector • After School Clubs • CLD – NL Challenge • IET EEGS STEM Link Project with Muirhouse Primary School and Nursery (Linked to Priority 3) • Digital Xtra Coding Clubs Project (Linked to Priority 3) 	<ul style="list-style-type: none"> • Annual Calendar • Planning • Timetable established and in use • After School Club Registers • Award Completion • completed IET and Digital Xtra grant funding evaluation documents (inc. survey results) 		
<p>Final evaluation:</p>				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To improve the mental health and wellbeing of children, families and staff by establishing open, positive, supportive relationships across the school community.
Person(s) Responsible Who will be leading the improvement?	HT, PT, HWB Champion/HWB Working Party, Teaching/Nursery staff

(Please insert the relevant information below using the codes above)				
NIF Priority: Improvement in children and young people's health and wellbeing;		NIF Driver: School and ELC Leadership Teacher and Practitioner Professionalism Parent/Carer Involvement and Engagement		
NLC Priority: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing		QI: 3.1 Ensuring wellbeing, equality and inclusion		
PEF Intervention: Social and emotional wellbeing		Developing in Faith/UNCRC: Developing as a community of faith and learning Article 3 - best interests of the child		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. 0.2 FTE PEF				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Almost all (90%+) learners in our school reported positively against the wellbeing indicators. Health and wellbeing remains a key priority to ensure all learners can build on resilience and co-regulation strategies as we continue to recover from Covid. We will continue to focus on nurturing approaches and connection as part of our school HWB strategy to support the social and emotional development of our children We have started our Rights Respecting School (RRS) journey. We have achieved Bronze status and are now working towards our Silver award. Reading for enjoyment has had a positive impact on most pupils therefore, we are continuing our work here which will lead us to achieve Reading School's Accreditation at core level.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. 0.2 FTE PEF				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Improve the mental health and wellbeing of children as evidenced by survey results from a small p5 focus group; improving their levels	<ul style="list-style-type: none"> Embed the principles of nurture across our school building on resilience and co-regulation strategies. Continue to follow GIRFEC training and interventions / Outcome STAR training 	<ul style="list-style-type: none"> Report positively against the wellbeing indicators (2 x per year) Wellbeing at Home, Wellbeing in School and Wellbeing Teacher Tool Forms surveys and results 		

(RAG), (significant concerns - no concerns).	<ul style="list-style-type: none"> • SLT trained on use of wellbeing app/staff refresh on pastoral notes • Teaching staff will promote the mental wellbeing of children through the integration of positive HWB programmes • Begin to work towards Attachment and Trauma (Bronze) Sensitive Schools award. • Ensure all staff have been Solihull trained/have refresh opportunities available • Small, focussed HWB groups will be offered for those children who have been indicated as concerning. • Resilience toolkit used to inform GIRFME Plans • Thinking circles organised by PT and pupil council • HWB champion to attend launch even of Healthy Schools and feedback to staff • More opportunities for free after school clubs, including community choir • Children will continue to work in different social settings through Thinking Circles & Skills Academy • Link to Cyber Resilience and Internet Safety activity within Priority 3. 	<ul style="list-style-type: none"> • Bespoke Excel tools assisting in tracking and monitoring of staged interventions • Staff will engage in a variety of HWB CLPL. • Pupil council monthly meetings • Pre and post self-evaluation of staff training • DSA CRIS self-evaluation framework completed 		
Children will be more acutely aware of their rights and roles as global citizens	<ul style="list-style-type: none"> • Work towards achieving the silver Rights Respecting Schools award 	<ul style="list-style-type: none"> • Learner conversations will demonstrate an awareness and understanding of their rights • Children identify as global citizens. 		
Nursery children's & P5 focus group's resilience, confidence and wellbeing will be positively impacted	<ul style="list-style-type: none"> • EEL Forest School will be established with our Nursery (and P5 focus group), utilising the natural woodland environment close to our school. 	<ul style="list-style-type: none"> • Teachers planning • Observations and learner conversations 		

by Forest School Activities programme	<ul style="list-style-type: none"> • Further development of outdoor learning within the curriculum P1-7 			
Children's equity, wellbeing, empathy and resilience will be supported by encouraging reading for pleasure through the Reading School's Accreditation at core level.	<ul style="list-style-type: none"> • Achieve the Reading School's Accreditation at core level – • Continue daily DEAR time in class • Establish school library 	<ul style="list-style-type: none"> • Observations • Pupil surveys / feedback • Learner conversations 		
Final evaluation:				

Priority 3: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children and young people.

Person(s) Responsible

Who will be leading the improvement?

Acting Principal Teacher & Digital Champion, Digital Working Party

(Please insert the relevant information below using the codes above)

NIF Priority:

2. Improvement in children's and young people's health and wellbeing
3. Closing the attainment gap between the most and least disadvantaged children
4. Improvement in employability skills and sustained positive destinations

NIF Driver:

2. Teacher and Practitioner Professionalism
3. Parent/Carer Involvement and Engagement
4. Curriculum and Assessment
6. Performance Information

NLC Priority:

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

QI:

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.5 Family Learning
- 2.7 Partnerships
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.3 Developing Creativity and Skills for Life

PEF Intervention:

5. Promoting a high quality learning experience
6. Differentiated support
7. Using evidence and data
8. Employability and skills development
10. Partnership working
11. Professional learning and leadership

Developing in Faith:

2. Developing as a community of faith and learning
3. Promoting Gospel Values
5. Serving the Common Good

UNCRC:

- Article 12 – respect for the views of the child
 Article 13 – freedom of expression
 Article 17 – access to information from the media
 Article 23 – children with disability
 Article 29 – goals of education
 Article 31 – leisure, play and culture
 Article 34 – sexual exploitation

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

1 FTE PEF PT is also St Brendan's Digital Champion. She will lead and coordinate in this area of the SIP as part of her remit.

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?

In line with Scotland's Digital Learning and Teaching Strategy, we aim to:

- improve access to digital technology for all learners
- embed the use of digital technology in learning, teaching, and assessment across the curriculum
- support our team to develop skills and confidence in the use of digital tools for learning and teaching
- empower members of our learning community to drive digital innovation and investment

During the Covid-19 pandemic, we were able to engage most learners in online learning opportunities, however, 12% continued to demonstrate little to no engagement in spite of intervention. We believe equipping all children with the progressive skills needed to engage in digital and flipped learning experiences will help children and families to better engage in learning at home and assist in Covid recovery.

Completion of the DSA self-evaluation framework identified strength in professional development, as well as opportunities for further development within other indicators including the ways in which technology is used to deliver the curriculum. A renewed focus in this area will assist in recovery of learning opportunities in this area following the relaxation of Covid restrictions.

We are committed to equipping learners with skills for learning, life and work. 67% of business respondents in North Lanarkshire reported digital skills gaps within their organisations. By prioritising digital learning, we will increase employability skills in our learning community.

Following wellbeing and safeguarding related incidents relating to children's use of digital technologies at home in the previous session, we believe that a renewed and extended focus on CRIS is essential in ensuring our learning community GIRFEC.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

Costs around required purchases will be met as appropriate via:

- school budget
- school fund
- fundraising contributions

Costs around the development and delivery of funded projects will be met via:

- Education Scotland Enhancing Professional Learning in STEM Grant
- Digital Xtra Fund
- IET EEGS scheme

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners experience consistency of approach in the development and application of digital skills across CfE.	<ul style="list-style-type: none"> • Launch digital learning and teaching policy. • Embed use of NL Digital Literacy progression planning framework, Early through Second level. • Deliver aspects of NL Presents: This is Digital CLPL programme to build shared understanding of highly effective digital pedagogy (inc. in-service, Dip into Digital sessions) • Revisit Digital Schools Award self-evaluation tools. • Digital Champion to support targetted use of assistive media and accessibility tools with learners with ASNs. • Apply for Digital Schools Award accreditation. • Continue to place a focus on developing digital pedagogy through collaborative teaching activity (e.g. team teaching, pedagogy trios, establishment visits) • Share team teaching model of digital CLPL within OLHS cluster network 	<ul style="list-style-type: none"> • DSA self-evaluation framework refreshed • DSA accreditation granted • learning with and for digital literacy evidenced across planning and observable in classroom practice • CLPL delivered reflected in records of professional learning • collaborative professional development activity documents • completed Ed Scot grant funding evaluation documents 		

	<p>through Phase 2 of Education Scotland: Enhancing Professional STEM project</p> <ul style="list-style-type: none"> • Make use of NL Digital School network to develop partnerships with establishments in receipt of the DSA or who have been identified as examples of highly effective digital practice. 			
Develop consistency of environment, resources and approaches to digital learning through play across Early level.	<ul style="list-style-type: none"> • EYPs and teachers to engage in professional reading around digital learning and play (inc. <u>Digital Play by Lydia Plowman</u>) • Digital Champion and Early level member(s) of WP to attend Nursery meeting(s) to explore digital learning and teaching policy and discuss approaches to digital learning through play. • EYPs and teachers to establish consistent digital area in classrooms and begin to create recorded content to support independent digital learning. • EYPs and P1 teachers to engage in collaborative teaching activity with focus on effective approaches to digital learning through play. • Deliver CLPL to EYP with focus on using Teams to collaborate and share files for planning and resourcing purposes. • Plan for spending to address digital needs at Early level. • Pursue resolution to ongoing wireless issues on ground floor. • Feedback and continue to develop EY digital approaches as part of POP project with Educational Psychology. 	<ul style="list-style-type: none"> • collaborative professional development activity documents • CLPL delivered reflected in records of professional learning • supporting content available on Vimeo • inventory reflects Early level digital needs addressed • playroom and classroom observations increasingly reflect engagement with digital learning in line with policy (e.g. iPads embedded across curriculum, interactive displays featuring QR codes to access recorded content and evidence of digital learning, use of flipped and mini-flipped approaches, digital skills evident in planning play-based learning activities) 		
Increase engagement with Computing Science Experiences and Outcomes in planning and delivery of learning and extra-curricular activity at Early, First and Second levels of CfE.	<ul style="list-style-type: none"> • Purchase and organise equipment to support the delivery of Computer Science learning from Early through Second level (e.g. Sphero Indis, Sphero Bolts, Ino-Bots, Micro:bits) • Request input from NL Digital School (inc. Primary STEM Development Officer) in delivering introductory Computing Science CLPL. 	<ul style="list-style-type: none"> • NL Digital Pedagogy Team request Form completed • supporting materials produced and shared with NL Digital School • completed IET and Digital Xtra grant funding evaluation 		

	<ul style="list-style-type: none"> • Deliver IET funded 'Who Wants To Be An Engineer?' project in collaboration with Muirhouse Primary and Nursery, and with the support of NL Digital School. • Deliver extra-curricular coding activity as part of Digital Xtra funded 'Creating Code Clubs' project. • Facilitate participation in Education Scotland and NL live code along activities. • Introduce NL Computing Science progression planning framework and supporting resources. 	<ul style="list-style-type: none"> • documents (inc. survey results) • Attendance data records from Teams live code alongs 		
Enhance and embed approaches to the planning and delivery of learning for cyber resilience and internet safety (CRIS), ante-pre through P7.	<ul style="list-style-type: none"> • Complete DSA 'Digital Wellbeing Award for Cyber Resilience and Online Safety' self-evaluation tool. • Reference online safeguarding and procedures for responding to incidents of online harm in annual mandatory CP training. • Embed use of NL Digital Literacy progression planning framework, inc. CRIS, Early through Second level. • Deliver CRIS CLPL to build confidence and shared understanding of key CRIS concepts, risks and resources. • Establish O365 Forms 'Whisper Tool' to support reporting of concerns in relation to CRIS. • Place whole school focus on CRIS for fortnight surrounding Safer Internet Day 2023. • Member of WP to undertake practitioner enquiry activity with a focus on CRIS. • Apply for DSA 'Digital Wellbeing Award for Cyber Resilience and Online Safety'. 	<ul style="list-style-type: none"> • DSA CRIS self-evaluation framework completed • action plan devised based on identified next steps • pre and post Forms surveys delivered to gauge understanding and confidence of learners and staff team • practitioner enquiry planning and evaluation • learning for CRIS evidenced within planning and observable in classroom practice • CLPL delivered reflected in records of professional learning 		
Make effective use of digital tools to more manageably gather, collate and analyse assessment data.	<ul style="list-style-type: none"> • Review recommended AifL approaches to ensure effective and stage appropriate digital tools for assessment are included. • NL Digital Pedagogy Practitioner to support Data Champion and Digital Champion in developing bespoke 	<ul style="list-style-type: none"> • refreshed AifL guidance available for use • digital AifL strategies evident in observed learning and teaching • increased use of Progress and Achievement to export required data 		

	<p>tools for tracking and monitoring using O365 Excel.</p> <ul style="list-style-type: none"> • Use of bespoke O365 Excel tools to identify need and inform targetted and/or broader interventions. • Reflect on how O365 Excel might be used to refresh established records of assessment in future. • Use Progress and Achievement to collate reports on learner progress and next steps. 	<ul style="list-style-type: none"> • creation and maintenance of bespoke spreadsheets for: <ul style="list-style-type: none"> - ACEL information - analysis of learner and teacher judgement pertaining to GIRFEC - tracking of staged intervention activity - tracking of attainment in writing 		
Use digital tools and STEM based contexts to increase opportunities for engagement with families, cluster establishments and industry.	<ul style="list-style-type: none"> • Launch and promote Parents Portal as primary communication tool. • Offer family learning opportunities with a STEM focus as part of IET funded 'Who Wants To Be An Engineer?' and Digital Xtra funded 'Creating Code Clubs' projects. • Host 'Digital Showcase' event for learners and families. • Host information sessions for families with a focus on CRIS. • Continue to make use of digital tools (inc. O365 Teams) to link with partners in industry and the community remotely. 	<ul style="list-style-type: none"> • Parents Portal usage data • completed IET and Digital Xtra grant funding evaluation documents (inc. survey results) • attendance data records from Teams meetings 		
Final evaluation:				

PEF ALLOCATION: £44,100

SAC RESOURCE: 0.6 CAT

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2022-23**



RATIONALE FOR EQUITY PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

As we continue to recover from Covid 19, we recognize the importance of smaller class sizes to create a safe, secure and happy base for our learner which allows teachers to work more closely with learners, responding to their needs more effectively. Ensuring the Health & Well Being of our learners is of paramount importance so that they are ready to learn. PEF PT will analyse and interrogate assessment data to ensure learners are receiving the correct interventions/support timeously. This work will also allow the tracking of progress over time, to ensure staff understand the learner's journey in more detail. This staffing will also allow targeted interventions to run such as Read, Write, Inc Fresh Start, which is vital to increase pupils confidence and reduce the attainment gap.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve	Please indicate what evidence you are going to collect to show impact and progression
Yes - Priority 3	1 FTE Acting PT	Priority 3 - Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children and young people.	<p>Acting PEF PT is also Digital Champion and will launch and strive to embed digital learning and teaching policy which incorporates NL Digital Literacy Progression Framework from Early to Second Level – this will increase pupils confidence and skills in Digital Literacy while will lead to improved outcomes for learners in later life.</p> <p>Acting PEF PT, by making effective use of digital tools, will interrogate and analyse assessment data alongside Data Champion ensuring learners are receiving the correct interventions/support timeously.</p> <p>In addition, this work will allow tracking of progress over time for learners, allowing staff to understand the learner's journey in more detail.</p>	<p>Pupils will experience high quality learning experiences which are progressive and applicable to their age and stage.</p> <p>In addition to Digital Literacy Lessons, the use of digital technology will be evident across the curriculum through HT observations and learner conversations where pupils are applying their learning.</p> <p>Analysis of assessment data will ensure pupils are identified timeously to receive support/interventions. ACEL will show increase in attainment as a result of the appropriate interventions/support being offered at the right time.</p>

			Make effective use of digital tools to more manageably gather, collate and analyse assessment data, including reviewing recommended AifL approaches to ensure effective and stage appropriate digital tools for assessment are included.	Staff's use of digital tools for AiFL will be evident within the classroom.
Yes – Priority 1 & 2	0.7 FTE Match Funded Class Teacher	<p>Priority 1 - With a focus on improving pedagogy we aim to strengthen the learning and teaching cycle thus improving metacognition and attainment.</p> <p>Priortiy 2 - To improve the mental health and wellbeing of children, families and staff by establishing open, positive, supportive relationships across the school community.</p>	<p>This staffing is being used to reduce class sizes. Smaller class sizes will allow staff more time to spend 1:1 with their learners, allowing them to apply their knowledge and school policy on Feedback, develop Pupil Learner Conversations, apply CLPL of HOTS to promote deep and critical thinking about learning.</p> <p>Part of the 0.7 FTE allows HWB Champion out of class to run targeted interventions across Literacy, Numeracy and Health & Well Being. This includes working with hard to reach families to increase engagemetn and attendance.</p>	<p>Staff's use of HOTS will have increased along with their confidence in doing so at all stages of school and nursery. Thus pupils will be confident in talking about their learning, and be clear in their next steps of their learning journey.</p> <p>Writing attainment will increase across the school with a particular focus in Primary 7 – the aim is to reach pre-covid levels of achievement as a result of smaller class sizes and improved pedagogy within the teaching and learning cycle.</p> <p>HWB Surveys will show an increase in pupils mental and emotional HWB.</p> <p>Literacy Interventions will show progress in ACEL Data as well as ongoing Formative Assessment scores Numeracy Interventions will show progress in ACEL Data as well as ongoing Formative assessment scores.</p>

EQUITY CHECKPOINT 1: JANUARY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

EQUITY CHECKPOINT 2: MAY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

Appendix 1:
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:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour	<div> 1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life </div> <div> PEF INTERVENTIONS 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 </div>	<div> NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. </div> <div> NIF Drivers 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information </div>

Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	<u>Education and Families Priorities</u> 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	
Developing In Faith <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>		
1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good.		