



Driving Equity and Excellence

Improvement Action Plans

Session 2020-21

School:	St Lucy's PS, LCSC and Nursery
Cluster:	OLHS

Improvement Plan Summary	
Cluster Priority:	
School Priority 1:	To further improve and support the mental, social, emotional, physical and spiritual health of all children, families and staff by embedding and extending the range of nurture based approaches across the school. (This links with the Cluster Improvement Priority)
School Priority 2:	To ensure continued equity of access and opportunity for maximising learning in the broad general education in the context of the Recovery Curriculum.
School Priority 3:	To establish a digital pedagogy which engages learners and delivers a high quality learning experience for all children.
Nursery Class Priority:	To implement 1140 hours Early Learning and Childcare Education

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

This is currently being updated along with our Curriculum Rationale in consultation with all stakeholders. It is intended to complete this during session 2020-21.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of the current pandemic caused by COVID 19 and the extended period of lockdown which resulted in school closure. An audit of last year's plan has helped to link previous priorities with current guidance from both NLC and Education Scotland to plan for both recovery and improvement.

Details of engagement with parents/carers

Engagement with parents/carers has been limited in comparison to previous years. This has been in the main through consultation with the Parent Council. Parents will be consulted digitally regarding the refresh of our vision and curriculum rationale.

Details of engagement with learners

This has been done through the school's Pupil Improvement Group with representation from P4-7.

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:

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information 	<ol style="list-style-type: none"> 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

<p><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></p>	Developing in Faith Themes	<p><i>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.</i></p> <p><i>The articles can be found here.</i></p>	
	<ol style="list-style-type: none"> 1. Honouring Jesus Christ as the Way, the Truth and the Life 		
	<ol style="list-style-type: none"> 2. Developing as a community of faith and learning 		
	<ol style="list-style-type: none"> 3. Promoting Gospel Values 		
	<ol style="list-style-type: none"> 4. Celebrating and Worshiping 		

2020- 21 Cluster Improvement Plan OLHS Cluster

Our Lady's High School, St Andrew's PS, St Barbara's PS, St Joseph's PS, St Lucy's PS, St Margaret's of Scotland PS, St Mary's PS

IMPROVEMENT PRIORITY:	<p>Improve outcomes for children and young people by ensuring effective and earliest identification of additional support need(s) whilst ensuring support is timely, proportionate and coordinated through implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Team and Base.</p> <p>In summary, the four priorities are;</p> <ul style="list-style-type: none"> ● Implementation of the realigned GIRFEC Pathway ● Establishment of the Health and Wellbeing Base ● Establishment of the integrated Health and Wellbeing team ● Poverty Proofing Policy and Practice in all establishments 				
Person(s) Responsible Who will be leading the improvement?		Cluster Improvement and Integration Lead and Cluster head teacher. Carolyn Burnet and Paula Brazil			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
QI: 1.3 QI: 2.4 QI: 3.1 QI: 3.2	Driving excellence and equity with a focus on targeted interventions to develop literacy, numeracy and health and wellbeing	1.School Leadership 2.Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress	3. Improvement in children's and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	Article 12: Right to express views. Article 24: Right to health care

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?
<ul style="list-style-type: none"> ● Implementation of the realigned GIRFEC Pathway 	<p>Deliver staff sessions in each school.</p> <p>Create/add all relevant and updated information to TEAMS/GLOW.</p> <ul style="list-style-type: none"> - <i>Focus on:</i> - Named Person /Lead professional - Single Agency Assessment (Wellbeing assessment) - What I think tool/Wellbeing Web - Request for Assistance - Pastoral Notes/Chronology 	<p>All staff (including partner agencies) will have a shared understanding of the planning process to support children and young people and Plans will be in place:</p> <ul style="list-style-type: none"> ● Getting it Right for Me plans ● Coordinated Support plans ● Child's Plan <p>Moderation of Plans will ensure Plans are effective and outcomes for pupils met and reflect multiagency working and so targets from other agencies will be evident.</p>	<p>Prepare and ensure materials are 'practitioner friendly'.</p> <p>Getting it Right for Me exemplars At a Glance Guide</p> <p>7 steps Planning Pathway Overview/diagram of revised staged intervention</p> <p>Process Map</p> <p>GIRFEC Pathway for Planning and Support</p> <p>Information leaflets for children/young people and parents (school twitter, website)</p> <p>Evaluations</p>	<p>All staff CPLP sessions completed by Dec 2020. Detailed information on shared OLHS Teams Tile.</p> <p>Moderation sessions GIRFEC Plans Jan 2021</p> <p>Cluster HT meetings 1x 4 weeks, dates confirmed.</p> <p>Multiagency sessions – once Cluster Team has been identified (expected Jan 2021)</p>

Outcome/expected impact <ul style="list-style-type: none"> Establishment of the Health and Wellbeing Base 	Tasks/intervention to achieve priority	Measures	Resources	Timescales
<p>The Health and Wellbeing Base in St Mary's PS will be operational and ready to use.</p> <p>Space 1 – developed to be used by families and children and young people Space 2 – developed to facilitate partnership working, conferencing, meetings</p>	<p>Clear guidance will be in place to ensure a fair and equitable Request for Assistance process. Multiagency session to ensure a shared understanding of the purpose of the Health and wellbeing base. Shared understanding of roles and responsibilities within the multiagency team.</p>	<p>The Integrated, Support around the School team will be able to use the Base as required and agreed.</p> <p>Minutes from multiagency meetings/HART.</p> <p>Requests for assistance will be in place and reflect how base/team is utilised.</p>	<p>The Base will be resourced appropriately; furniture, desks etc. (including budget)</p>	<p>Timescale will depend upon other factors such as adaptations to the 'classroom area' painting, plastering, and furniture orders. Oct 2020 – all ordered, awaiting timescale from HQ</p>
Outcome/expected impact <ul style="list-style-type: none"> Establishment of the integrated Health and Wellbeing team 	Tasks/intervention to achieve priority	Measures	Resources	Timescales
<p>The Integrated Cluster Wellbeing team will provide support and improve outcomes to children, young people and their families.</p>	<p>Establishment of the cluster wellbeing team; CILL, Cluster chair, CLD, EP, SDW, Health rep, Cluster Support Staff, including SAM Multiagency sessions to ensure clear understanding of the system, process and integrated working.</p> <p>The Vision and Values of the Integrated Team will be developed through collaboration within the multiagency team.</p>	<p>Requests for assistance will be appropriate.</p> <p>This will ensure applications made for specialist provision are appropriate.</p> <p>Targeted intervention by cluster support teachers will be carefully measured using improvement methodology, RfA and Service Level Agreements.</p>	<p>Documentation around the new Support Around the School system.</p> <p>Create a Support around the school information file to ensure a shared understanding of key processes and policies for the integrated team.</p> <p>Set up a shared space/TEAMS to help ensure relevant information is shared.</p> <p>Service Level agreement for Cluster support Develop Guidance/Governance structure to ensure clear and shared understanding of the role of the Cluster meetings, frequency and expectations of the meeting.</p>	<p>Base to be fully functional by April, 2021.</p>

Outcome/expected impact <ul style="list-style-type: none"> Poverty Proofing Policy and Practice in all establishments 	Task/interventions to achieve priority	Measures	Resources	Timescales
<p>All establishments in the cluster are supporting families experiencing poverty via a robust 'Poverty Proofing Our School/ Centre' policy.</p> <p>This will ensure parents/carers have access to support at the earliest point and when most required.</p>	<p>All heads of schools and centres will produce a 'Poverty Proofing Our School/ Centre' policy for their own establishment.</p> <p>Multiagency session for parents/carers: Arrange to have a representative from each agency and organise an Information Session; Financial Inclusion Service, Baby/Clothing Bank, Food Bank</p>	<p>Policies are personalised to address the individual needs of the school.</p> <p>Increased number of referrals/Requests for assistance from schools to the Financial Education Team.</p> <p>Families will report increased awareness of the role of the Financial Inclusion team and Social Work (if relevant) (including other support services as identified)</p>	<p>Guidance paper for policies.</p> <p>Make a leaflet/information – How Your School Cluster (Community) Supports you?</p> <p>Information can be shared on school Twitter sites and Newsletters.</p>	<p>Policies to be written, in place by the end of February, 2021.</p> <p>Family sessions offered April 2021</p>

2020-21 School Improvement Priority 1

IMPROVEMENT PRIORITY 1:	To further improve and support the mental, social, emotional, physical and spiritual health of all children, families and staff by embedding and extending the range of nurture based approaches across the school. (This links with the Cluster Improvement Priority)				
Person(s) Responsible Who will be leading the improvement?		Head Teacher			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
2.1 Safeguarding and Child Protection 2.2 Curriculum 2.4 Personalised Support 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion	1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 10. Partnership working	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	3. Improvement in children and young people's health and wellbeing.	RRS Article 12: Right to express views RRS Article 24: Right to health care RRS Article 28: Right to education Dev In Faith – Promoting Gospel Values

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Development and implementation of a social & emotional health curriculum that universally supports pupils' return to school	Implementing whole school programme to include the following areas:- <ul style="list-style-type: none"> • Routines and rules – keeping ourselves and others safe • Reconnect – returning and adapting to the 'new normal' school environment • Re-engage - in learning, • Relationships – with staff and peers • Resilience- managing anxiety and developing coping strategies eg daily check ins, 'worry' boxes • Recognise and Regulate – managing emotions and feelings • Recovery – moving forward HWB Champions meetings to support the implementation of the above programmes	Teachers planning will demonstrate the increased focus on mental health and wellbeing Qualitative and quantitative information will show that almost all children successfully engage in programmes Learning visits and teacher evaluations will show that almost all children are happy and engaged in their learning The above will be confirmed by the results of PASS assessments	Emotion Works Recovery Programme (Collegiate Meeting) Resilience Training (Educational Psychologist September Inset) Healthy Schools Website– Covid Recovery section https://healthyschools.scot/ RSHP website https://rshp.scot/ Compassionate and Connected Classrooms – Education Scotland https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom Mindfulness activities eg Relax Kids	By December 2020
All school staff are familiar with the GIRFEC refresh to ensure: <ul style="list-style-type: none"> • Identification • Assessment • Planning • Implementation of interventions are in place for those children and young people who need more assistance.	<ul style="list-style-type: none"> • Staff training on the GIRFEC refresh to further support workforce practice including – Improvement in relation to the effective assessment and planning for children and young people, Developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role. 	100% of staff trained and implementing the GIRFEC pathway. Data on revised staged intervention approach will show decreasing numbers as stages escalate	GIRFEC resources CIIL Training – September Inset	September INSET
All children and young people are participating in a range of outdoor learning experiences linked to the HWB curriculum	<ul style="list-style-type: none"> • Embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people. 	Participation of all staff Increase in the use of the outdoors as a context for learning	CfE Outdoor Learning Guidance Outdoor Learning from Virtual Schools (Weekly bulletin Issue 5) Active Schools Coordinator support	By June 2021
All children and staff will be involved in the Rights Respecting school initiative to ensure a child's rights approach to all aspects of school life Review of school's Values and Vision statement in light of above	<ul style="list-style-type: none"> • Register for RRS award • Link with review of School's Values and Vision through promoting Gospel Values • Compile Action Plan • Apply for Bronze award • Implement Action Plan:- 	Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to Gospel values should permeate all aspects of school life	Healthy Schools (links to UNCRC on planners) https://healthyschools.scot/	Bronze award achieved during session 2020-21 Begin to work towards Silver Award by June 2021

	<p>The school community learns about children's rights Positive Impact of on school life is evident Children identify as global citizens</p>			Updated Values and Vision statement by June 2021
Improvement in social and emotional and mental wellbeing for targeted pupils and families.	<ul style="list-style-type: none"> • Development of effective tracking and monitoring of health and wellbeing based on principles of GIRFEC. • Implementation of targeted interventions including Nurture Group, • Identification of programmes for individuals/groups/families (This may be online). 	<p>Staged intervention. Requests for Assistance. Health and Wellbeing Assessments (PASS and Wellbeing indicators).</p> <p>Participation rates show that almost all pupils engage successfully in interventions.</p> <p>Pre and Post evaluations show improvement in wellbeing.</p>	<p>Partner Agencies as appropriate– Educational Psychologist Social Work CAMHS Barnardo's Women's Aid Cluster CIIL</p>	Ongoing
<p>Staff wellbeing is a key focus.</p> <p>Informal 'wellbeing check ins' are common practice to monitor how staff are feeling</p> <p>Signposting: colleagues know where, and how, to access support, resources and online development opportunities.</p>	<p>Check ins for all staff - from managers, for managers, and between peers.</p> <p>Communications are shared and resources clearly signposted via own channels</p>	<p>Focused support is offered to staff who are experiencing difficulties. Impact on wellbeing is monitored.</p> <p>Staff know who to contact, within and out with school, if they need a listening ear or practical support.</p>	<p>In school support plus staff welfare officer, Time for Talking as appropriate</p> <p><u>One to One Support</u> Staff Welfare Officer 0793 928 1114 campbellc@northlan.gov.uk Time for Talking Counselling Service 0800 970 3980</p> <p><u>Information/ Resources</u> www.nlife.co.uk 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)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

IMPROVEMENT PRIORITY 2:

To ensure continued equity of access and opportunity for maximising learning in the broad general education in the context of the Recovery Curriculum.

Person(s) Responsible Who will be leading the improvement?		DHT/PT PEF CMcC			
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 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement	<ol style="list-style-type: none"> Promoting a high quality learning experience Differentiated support Using evidence and data Engaging beyond the school Partnership working Professional learning and leadership 	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	Priority 2: Closing the attainment gap between the most and least disadvantaged children Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people	Article 28 – right to education Article 29 – goals of education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
A refreshed curriculum rationale which reflects curriculum advice in line with COVID-19 guidance to reduce virus transmission	All staff to take part in curriculum review following Education Scotland and NLC curriculum guidance Curriculum Rationale will be continually reviewed as guidance changes Consultation and communication with all stakeholders Refreshed Curriculum Narrative used to support and reflect in line with the four capacities of CfE.	Consultation results with all stakeholders Teachers planning will reflect changes to curriculum rationale Aug – Sept Four Contexts Evaluation	Education Scotland Curriculum Advice NLC Curriculum Guidance COVID-19 Re-opening of schools guidance Refreshed Curriculum Narrative	Oct '20
Children are supported through well-planned experiences and approaches which demonstrate knowledge and understanding, skills and learning across the curriculum.	Sustained focus in planning and delivery of learning across core areas of Literacy, Numeracy and HWB. Assessments in Literacy, Numeracy, HWB to support teacher's planning. Ensure a consistent and shared understanding of IDL Opportunities for outdoor learning are identified, maximised and embedded in the curriculum	Teachers planning will reflect core focus, of Literacy and Numeracy together with increased focus on HWB for pupil return to school Learning visits and professional dialogue will reflect range of teaching and learning approaches. This will include outdoor learning and IDL	NLC Curriculum Guidance COVID-19 Re-opening of schools guidance Refreshed Curriculum Narrative SSERC advice CfE Outdoor Learning Guidance	December '20

	<p>Practical investigations and activities are reviewed in line with COVID-19 guidance</p> <p>Reflect pedagogical approaches to support engagement and active learning</p>	<p>Teachers planning will demonstrate shared understanding and show increased connections across learning</p> <p>Regular monitoring and tracking will show that almost all children are attaining and engaging in their learning</p> <p>Opportunities for assessment and moderation will ensure almost all children are on track to gain appropriate CfE levels/milestones</p>	<p>Healthy Schools Website– COVID Recovery section https://healthyschools.scot/</p> <p>Moderation Cycle (learning, teaching and assessment)</p> <p>CfE Milestones</p>	
Development of a play based pedagogy at early/first level	<p>Re-organisation and timetabling of identified areas within the school</p> <p>Staff to become familiar with the Early Level Play Based Pedagogy Toolkit</p> <p>Use of self-evaluation, research and evidence to inform practice</p>	<p>Teachers' planning to reflect a play based pedagogy</p> <p>Learning visits and professional dialogue will reflect a development of children's skills e.g. independence, problem solving, collaboration</p>	<p>Early Level Play Based Pedagogy Toolkit</p> <p>Other appropriate CLPL materials</p>	
Robust arrangements are in place to support continued learning for children who are unable to attend school. (Please see Digital Priority for more detail)	<p>All children have equity of access to remote learning experiences</p> <p>Ensure equity of access to technology and connectivity for all families</p> <p>Promote and familiarise staff with Digital school</p> <p>Review contingency planning for blended learning approaches</p>	<p>Audit of digital access for all families. Request device and deploy to identified families through NLC</p> <p>Staff engage in ongoing CLPL related to digital learning and teaching</p> <p>Pre and post staff self-evaluation of training and awareness of digital resources available</p> <p>Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning if/when appropriate</p>	<p>Digital School</p> <p>NLC Bulletin:- Digital Learning and Teaching Approaches</p> <p>NL Continuity Resource http://tiny.cc/5otklz.</p> <p>NLC Learning Hub</p> <p>Microsoft Educator Training</p> <p>Links with NLC Digital Pathfinder Team</p> <p>Guidance to support families during self-isolation.</p>	Ongoing throughout school session 2020-2021
Gaps in learning will be addressed through careful planning and links across services.	<p>Identify gaps in learning through careful consideration of assessment approaches. (CEM, MALT, PASS and other appropriate assessments)</p> <p>Cost of the school day considered in planning learning experiences</p> <p>Ongoing assessment and moderation approaches used effectively to track attainment and depth in learning</p> <p>Request for Assistance to other agencies if/when appropriate</p>	<p>Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc.</p> <p>Teacher planning will reflect information gathered from assessments to plan next steps.</p> <p>Monitoring, tracking and attainment reviews will show that children identified progress in their learning.</p>	<p>Assessment and Moderation Cycle</p> <p>Assessment resources</p>	Ongoing throughout school session 2020-2021

2020-21 School Improvement Priority 3

IMPROVEMENT PRIORITY 3: To establish a digital pedagogy which engages learners and delivers a high quality learning experience for all children.					
Person(s) Responsible Who will be leading the improvement?		Head Teacher supported by Digital Champion			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising, attainment and achievement 3.3 Increasing creativity and employability	13. Targeted approaches to literacy and numeracy 14. Promoting a high quality learning experience 15. Differentiated support 16. Using evidence and data 17. Employability and skills development 18. Engaging beyond the school	7. School Leadership 8. Teacher Professionalism 9. Parental Engagement 10. Assessment of Children's Progress 6. Performance Information	6. Improvement in attainment, particularly in literacy and numeracy 7. 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	6. Improvement in attainment, particularly literacy and numeracy 7. 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	Article 17 – The right to reliable sources of information Article 28 – The right to an education Article 29 - The right to develop personality, talents and abilities

Outcome(s) / Expected Impact Detail targets, %, etc. Impact to be completed by establishments to be specific to need.	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? This should be completed to meet school need.
All children and young people have access to a device which enables them to engage with digital learning at home. (Completed June 2020 – continue to monitor)	SLT and Pupil support staff to evaluate and review learner access needs Education and families' guidance on digital learning and access to be reviewed for school context Establish a contingency plan for school device use during a period of self-isolation Review learning plans to ensure an alternative to digital tasks All learners and staff to be involved in the use of Acceptable Use agreements	Engagement Tracking Parental Consultation Staff evaluations of need Establishment Contingency planning	Education and Families Deployment of devices Guidance COVID-19 Re-opening of schools guidance	Ongoing

<p>Children and young people to have ease of access to digital learning platforms, which support learning</p>	<p>All staff to issue children and young people with usernames and passwords to access online learning. (GLOW, Sumdog, IDL etc)</p> <p>SLT to create an online learning overview, which is regularly reviewed</p> <p>SLT to develop a strategic overview of the school's digital learning pathway</p>	<p>Learner evaluations Parental Consultation Planning Overviews will track use and inform overview</p>	<p>Refreshed Curriculum Narrative (Link with Priority – Recovery Curriculum)</p> <p>Ed Scot – What Digital Learning Might Look Like.</p> <p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to Enhance Learning and Teaching.</p> <p>Glow Information</p>	
<p>A clear communication strategy, which ensures all stakeholders know expectations of remote and flipped learning</p>	<p>Review universal approaches to communication across the school</p> <ul style="list-style-type: none"> • Updated parental contacts as per annual data check Aug 20 • Updated staff email groups • Class TEAMS accounts • Reissue of GLOW Passwords <p>Review and update school website, ensuring digital learning overview and links displayed</p> <p>Launch and promote parents' portal</p> <p>Continue developed use of Groupcall for all stakeholders</p> <p>Develop consistent approaches to digital home learning. Guidance issued to parents September 2020</p>	<p>Parental Consultation Staff Evaluation Digital tracking and monitoring</p> <p>Training for key staff</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Digital School</p>	<p>August/September 2020</p> <p>Ongoing</p>
<p>Increase children and young people's opportunities to engage with learning digitally outside of the classroom environment, then sharing in class</p>	<p>Develop consistent approaches to the use of digital learning across stages</p> <p>Increase flipped learning experiences using O365 and Glow</p> <p>Communicate approaches to flipped learning to all stakeholders</p> <p>Develop use of collaboration tools in Glow to allow learners to work together and share learning</p> <p>Where appropriate embed the world of work into digital skills and learning</p> <p>Develop use of virtual learning environments for learners</p>	<p>Staff CLPL as appropriate Parental Consultation Learner Consultation/Evaluation Planning Tracking and Monitoring Digital Tracking and Monitoring</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p> <p>Ed Scot- Enhancing Learning and teaching through the use of Digital Technology.</p> <p>Education Scotland Newsletters</p> <p>Glow information</p>	

Develop a consistent use of Glow as a learning and collaborative environment for all learners and staff	<p>Begin to explore how staff, children and young people could use O365 tools effectively to enrich their learning experience</p> <p>Where appropriate use GLOW to give children and young people feedback on their learning</p> <p>Begin to explore use of accessibility tools in Glow to support learner's needs.</p> <p>Children/young people and staff have access to collaborative areas in Teams</p>	Staff CLPL as appropriate Learner Consultation/Evaluation Planning Tracking and monitoring Digital Tracking and monitoring - use of Insights on Teams	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p> <p>Ed Scot- Enhancing Learning and teaching through the use of Digital Technology.</p> <p>Glow information</p>	
Develop use of digital data to inform tracking of learner engagement and the digital curricular requirements	<p>All staff to be involved in the evaluation of digital platform engagement data</p> <p>Insights to be used in all learner Team groups to track use</p> <p>Develop approaches to evaluate and track learner progress using digital platforms and learning</p> <p>SLT to develop an overview to digital platforms and their use across stages</p>	Planning tracking and monitoring Professional judgement Digital Tracking and monitoring - use of Insights on Teams	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p>	
Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills	<p>Schools to nominate a digital champion</p> <p>Staff engage with digital learning CLPL</p> <p>All staff to have access to Education and Families Bulletin on Glow</p> <p>All staff to know their login for Login to Learn and access appropriate CLPL e.g. TOD Team</p>	Planning tracking and monitoring Digital Tracking and monitoring - use of Insights on Teams Staff CLPL as appropriate	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Microsoft Educator site in Glow</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Glow information</p> <p>Professional Learning - Ed Scot</p>	

2020-21 Nursery Class Improvement Plan

IMPROVEMENT PRIORITY 4:	To implement 1140 hours Early Learning and Childcare Education				
Person(s) Responsible Who will be leading the improvement?	DHT CS supported by PT LW				
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)

2.4, personalisation & support. 2.5, Family learning. 2.7, partnerships. 3.1 Ensuring Wellbeing, Equality & Inclusion	Early intervention and prevention.	Assessment of children's progress.	Improvement in children's and young people's health and wellbeing.	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.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p>Refreshed curriculum rationale/guidance which reflects curriculum advice in line with COVID-19 advice to reduce virus transmission.</p> <p>Children are supported through well-planned experiences and approaches which demonstrate knowledge and understanding, skills and learning across the curriculum.</p> <p>All children and young people are participating in a range of outdoor learning experiences linked to the HWB curriculum</p>	<ul style="list-style-type: none"> • Consultation with stakeholders • Curriculum to reflect needs of learners and current circumstances • Planned learning experiences to reflect the change in structure to the nursery day and adaptations to the learning environment <p>HWB to be central to all planned learning experiences including use of the outdoor environment learning environment</p>	<p>Consultation questionnaire results with all stakeholders.</p> <p>ELC staff planning will reflect changes to curriculum rationale/increased nursery day/changes to environment due to COVID restrictions.</p> <p>Learning visits and professional dialogue will reflect focus in core areas of Literacy, Numeracy, HWB and Outdoor Learning.</p>	<p>Education Scotland/NLC Curriculum advice ELC documentation - HGIOELC Realising the Ambition Out To Play Space To Grow Nursery COVID Risk Assessment</p>	<p>Oct 20 onwards</p>
<p>All children 100% will have opportunities to access outdoor provision on a daily basis.</p>	<p>Ensure the environment outdoors is attractive, inviting and meets the needs of all children, including those with additional support needs.</p>	<p>Audits of the outdoor environment will inform where practice needs to be developed.</p> <p>HGIOELCC 3.1 Ensuring Wellbeing, Equality & Inclusion: the promotion of wellbeing for all our children and their families underpins everything we do Health & Social Care Standards: 1. I experience high quality care and support that is right for me – 1.25</p>	<p>Out to Play, Space to Grow, Further support and training accessed through NLC, ELC service.</p>	<p>Ongoing</p>
<p>The internal and external environment will support 100% of children and their needs across the extended day.</p> <p>Planned consideration needs to be given to developing spaces and places where children can rest, be active, be curious and eat.</p>	<p>Staff consider current thinking and documentation such as CFE, BTA, Loving Lunches, Playing with Design Setting the Table, Food for Thought to develop and improve a suitable and high quality environment.</p>	<p>Curriculum planning meetings, minutes and actions Internal environmental areas reviewed with all practitioners where professional dialogue & evaluations leads to positive change.</p> <p>HGIOELCC</p>	<p>NLC Training & Development National Improvement Hub Care Inspectorate Hub Knowledge Hub</p>	<p>September 2020 and beyond</p>

Children also require flexible spaces to support choice and extend play experiences.		Health & Social Care Standards		
The pace of the day supports 100% of children their individual needs and dispositions. Planned consideration should be given to developing care routines, social routines, free flow play, choice, independence, outdoor and community learning and structured experiences	Staff consider current thinking and documentation such as CFE (BTC2), BTA, Loving Lunches, Planning in the moment, Out to Play, Space to Grow and Setting the table	Curriculum planning meetings, minutes and actions Pace of the day & experiences reviewed with all practitioners where professional dialogue & evaluations leads to positive change. HGIOELCC Health & Social Care Standards	NLC Training & Development National Improvement Hub Care Inspectorate Hub Knowledge Hub	September 2020 and beyond
100 % of Parents are included in their children's learning/expansion plans and their views taken account of.	Parental views and ideas are taken account of and acted upon.	Where change is necessary it is implemented and information given out to parents and where appropriate workshops offered. HGIOELCC Health & Social Care Standards	Leads run workshops and act on information from audits.	Ongoing
100% of staff will have opportunities to contribute their ideas and thinking into the 1140hrs expansion process.	Staff will visit other settings, share good practice, attend training and do some professional reading.	Views of staff collected and collated and acted upon. Good practice shared and celebrated. HGIOELCC Health & Social Care Standards	Professional reading, Appropriate CLPL Visits to other establishments post COVID	Ongoing
Opportunity for staff CLPL to include but not restricted to the following - All school staff are familiar with the GIRFEC refresh to ensure: <ul style="list-style-type: none"> • Identification • Assessment • Planning • Implementation of interventions are in place for those children and young people who need more assistance. Trauma Informed Practice Opportunities for sharing of practice across the cluster to ensure "Looking Inwards, Outwards, Beyond".	Staff training on the GIRFEC refresh to further support workforce practice including – 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.	All staff trained and implementing the GIRFEC model. This is reflected in – Personal Learning Plans Learning Stories GIRFMES		GIRFEC Training Sept 2020 Further opportunities for CLPL - ongoing

