

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 		
<ol style="list-style-type: none"> 5. Serving the common good. 			

2020- 21 Cluster Improvement Plan

IMPROVEMENT PRIORITY:	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.				
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
QI: 1.3 QI: 2.4 QI: 3.1 QI: 3.2		1.School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress	3. Improvement in children's and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	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?
Carry out a wellbeing Audit to run concurrently with the sub-targets below.	Audit materials shared across the cluster via teams. Each establishment to make use of them to suit their own situation. The structure of Teams will reflect the priorities of the improvement planning process.	Evaluations from each of the establishments are shared across the cluster to establish the range of strengths and needs as a cluster.	Curricular and structural audit materials shared through Teams	Evaluations by December 2020
A clear vision is established for cluster working, which places positive outcomes for children at its heart.	Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working.	Evaluations from all cluster stakeholders in February and May.		By November 2020
All practitioners across the cluster 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.	Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.	100% of staff trained and implementing the GIRFEC pathway. Data on revised staged intervention approach will show decreasing numbers as stages escalate	GIRFEC refresh	Jan 2021
The revised Support Around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.	Establishment of the cluster wellbeing team. Deliver training for the wellbeing team around the new Support Around the School system.	Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway. All members of the wellbeing team trained and implementing the new Support Around the School System.	Documentation around the new Support Around the School system.	Training- Jan 2021 Implementation of Support Around the School System- from October 2020.

The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families.	Long term location of the base finalised. Integrated Cluster Wellbeing Team develop the base in terms of resource and functionality.	Children and their families accessing the base and receiving appropriate support as identified via the GIRFEC pathway.	Furniture for the teaching space and family room. Admin resources for the wellbeing team.	Base to be fully functional by April, 2021.
All establishments in the cluster are supporting families experiencing poverty via a robust 'Poverty Proofing Our School/ Centre' policy.	All heads of schools and centres will produce a 'Poverty Proofing Our School/ Centre' policy for their own establishment. (As per APS) 'Connecting Families' (Club 365 intensive model) is included in revised 'Support Around the School' meetings.	Policies are written. Increased number of referrals from schools to the Financial Education Team.	Guidance paper for policies.	Policies to be written by the end of February, 2021.

Evaluative Statement & Actual Impact/ Evidence	
November	
February	

2020-21 School Improvement Priority 1

IMPROVEMENT PRIORITY 1:	To ensure continued equity of access and opportunity for maximising learning in Literacy with a focus on digital learning.				
Person(s) Responsible Who will be leading the improvement?		Carol Stewart/ Kirsty Cliff/ Stephanie Garey/ Nadine Sinclair/ Morag Scott			
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	1. Promote 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.	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 gap between the most and least disadvantaged. Priority 4 Developing the Young Workforce – Improving in employability skills and sustained, positive school-leaver destinations for all young people.	Article 28 – Right to an 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?
Children are supported through well-planned experiences and approaches which demonstrate knowledge and understanding, skills and learning across the curriculum.	<ul style="list-style-type: none"> * Sustained focus in planning and delivery of learning across the core area of Literacy. * Bundle Es and Os to maximise Learning opportunities. * Opportunities for Outdoor Learning are identified, maximised and embedded in the curriculum. * Reflect pedagogical approaches to support engagement and active learning. * Sustained focus on the delivery and implementation of Literacy Interventions, which are robustly tracked and monitored. 	<ul style="list-style-type: none"> - Teacher planning will reflect core focus. - Regular monitoring and tracking will show that almost all children are attaining and engaged in their learning. - Learning visits and professional dialogue will reflect range of teaching and learning approaches. - Teachers planning and bundled Es and Os will demonstrate shared understanding and show increased connections across learning. - Tracking the effectiveness of Literacy Interventions. 	<ul style="list-style-type: none"> - Education Scotland Curriculum - NLC Curriculum Guidance - COVID-19 Re-opening of schools Guidance - Refreshed Curriculum Narrative - Moderation Cycles - Literacy Interventions 	Ongoing through-out 2020/21 session
Develop a consistent approach across all levels in the delivery of Taught writing which will in turn increase ACEL date by 3%.	<ul style="list-style-type: none"> * Development of the structure of a Taught writing lesson. * Introduction of a pre-writing lesson built into the reading programmes. * Consistent wall displays and teaching across the school to support the writing programme. 	<ul style="list-style-type: none"> - Pre and post peer observations - Stakeholder Feedback - 'Latest and Best' Jotter - Improvements in the stamina and ability of children's writing within their jotters. - Increased teacher confidence when 	<ul style="list-style-type: none"> - EAL Website - Oxford Owl Resources - New jotters including targets - Big Writing Adventures 	Staff CPD – Feb 2021 Pre writing lesson – Dec 2020 Colourful Semantics training – Feb 2021

	<ul style="list-style-type: none"> * Streamline planning to provide targeted support. * Staff CPD on a writing stimulus. * Colourful Semantics to be used in more stages within the school * Literacy Circles development. * Introduction of new jotters which include targets for the children. 	<p>teaching writing.</p> <ul style="list-style-type: none"> - Robust tracking of attainment over time in extended writing in all stages. - Shift in biannual teacher judgement data - Decrease in number of children 'at risk of underachieving - Staff CPD relating to the taught writing lesson - Evidence within children's literacy jotter showing increased progress. - Staff CPD for writing interventions. 	<ul style="list-style-type: none"> - Literacy Coach Training 	<p>Literacy Circles - Feb 2021</p> <p>Wall displays/New writing structure - June 2021</p> <p>Introduction of Jotters – Dec 2021</p>
Development of an Communication Friendly Environment	<ul style="list-style-type: none"> * Makaton training for staff. * Makaton workshops for children. * Symbols programme to be fully implemented within the school and wider school. * Development of symbols resources to provide support for learning Literacy resources. 	<ul style="list-style-type: none"> - Pre and post peer observations - Stakeholder Feedback - Increase in staff confidence - Improvement in children's confidence and communication skills. 	<ul style="list-style-type: none"> - Communication Friendly Digital Pages - ASD Link Group - Makaton Training Programme and Resources - ELCaT Support 	<p>Staff Training – Nov 2021</p> <p>Makaton Workshops – Oct 2021</p> <p>Symbols Resources - June 2021</p>
Use of digital technology to improve attainment in Literacy across curriculum, whilst maintaining a strong Reading Culture.	<ul style="list-style-type: none"> * Staff training for Interactive Classroom. * Development of a virtual Lending Library. * Creation of Digital 'Blether Bags' for Primary One. * Weekly workshop (Staff NCCT) exploring digital technology in relation to Literacy * Links to other areas of the curriculum. * Introduction of Apple Pens to support Early Literacy Skills. * Events to promote reading for enjoyment. 	<ul style="list-style-type: none"> - Robust tracking of attainment over time in extended writing in all stages. - Increase of summative data held on children which will be reflected in - Teacher Judgement. - Evidence within children's literacy jotter showing increased progress. - Increase in children's engagement with reading for pleasure. - Continued promotion of a strong Reading Culture. - Purchase of reading materials to support and engage children. 	<ul style="list-style-type: none"> - IPADS - Apple Pens - Websites and Apps - Digital Pathfinder - Scottish Book Week - World Book Day 	<p>Virtual Classroom Training – Sept 2020</p> <p>Virtual Lending Library – April 2021</p> <p>P1 Blether Bags – Dec 2021</p> <p>Weekly Workshops implemented - Sept 2020</p>
Ensure consistency in standards across Literacy Learning, teaching and Assessment Introduction of Progressive planners for Literacy to ensure continuity, breadth and challenge.	<ul style="list-style-type: none"> * Creation of First Level planners. * Pilot of planners at First Level. * Creation of Second Level planners * Promote a more rigorous approach to assessment through the development of periodic assessments. * Increased moderation opportunities as a staff to promote professional dialogue. 	<ul style="list-style-type: none"> - Increase in staff confidence when planning and moderating Literacy Learning. - Increase in teacher confidence when creating and implementing periodic assessments. - Increased in teacher awareness of the standard/Benchmarks ensuring progression and challenge across all areas of Literacy. 	<ul style="list-style-type: none"> Highland Literacy Planners CFE Benchmarks CFE Experiences and Outcomes Moderation Cycles 	<p>First Level Planners – Completed by December 2020</p> <p>First Level Pilot – Completed by June 2021</p> <p>Second Level Planners – Completed by June</p>

		<ul style="list-style-type: none"> - Increase in teacher confidence when creating and implementing periodic assessments. - Progression frameworks for First and Second Level. 		<p>2021</p> <p>Moderation Events - November 2020 & May 2021</p> <p>Periodic Assessment – May 2021</p>
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Evaluative Statement & Actual Impact/ Evidence	
November	
February	

2020-21 School Improvement Priority 2

IMPROVEMENT PRIORITY 2:	Ensure continued equity of access and opportunity for maximising learning within Numeracy and Mathematics. Continue to improve attainment in Maths by developing consistent planning and assessment approaches, which ensure pace, challenge and application of mathematical skills in a variety of contexts.
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Person(s) Responsible Who will be leading the improvement?		Jillian Allan/ Annette Quinn/ Aileen Vass			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement		4. Assessment of Progress 5. School Improvement	1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	Article 28 – Right to an Education Article 29 – Goals of Education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What on-going 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?
Maths Milestones – progression planners across the school to ensure consistency and avoid repetition.	<ul style="list-style-type: none"> * Identify gaps in learning through careful consideration of assessment approaches. * On-going and periodic assessment used effectively to track attainment and depth in learning. Assessment weeks identified in school calendar. * Develop planning approach that breaks levels down. * Bundle Es and Os to maximise Learning opportunities. * Opportunities for Outdoor Learning are identified, maximised and embedded in the curriculum. 	<ul style="list-style-type: none"> - Information gathered from standardised assessments - Information gathered from teacher judgements - On-going class observations and information gathered from periodic assessments - Regular TPJ inputted through Progress and Achievement (September, November, February and May) - Planners will show progression within a level to allow for consolidation and challenge to be clearly planned for and recorded. - Planners to include suggestions for opportunities for outdoor learning. 	Standardised assessments: <ul style="list-style-type: none"> - MaLT assessments for all P2-P7 pupils - New Maths Pathway planners from Numeracy Team - Benchmarks - SNSAs 	<ul style="list-style-type: none"> - Progression Planners First Draft expected completion dates: - First Level – October 2020 - Early Level – November 2020 - Second Level – December 2020 – January 2021. - CEM Assessments to be completed October – November 2020. - MaLT Assessments to be completed October – November 2020. - SNSAs – May 2021
Further develop the children’s knowledge and understanding of mathematical processes and apply them in real life contexts	<ul style="list-style-type: none"> * Embed the use of numeracy and mathematical skills; - consistent wall displays (RUCSAC & Maths Skills) * Continue to promote a more problem solving based approach across the school 	<ul style="list-style-type: none"> - Improved knowledge of maths skills - Accuracy in interpreting questions - Select and communicate processes and solutions – learner feedback - Improved confidence when applying skills in unfamiliar contexts - Teacher judgement 	<ul style="list-style-type: none"> - RUCSAC materials - Scottish Mathematical Council paper - Comprehension Cards P4-7 - Convince Me Cards P1-3 (PEF) 	Mathematical skills on-going throughout session

	<ul style="list-style-type: none"> * Continue to promote challenge and extension through Chilli Challenges. * Plan for Problem Solving activities with links to IDL. * Promote focus on Maths in STEM activities. 	<ul style="list-style-type: none"> - Staff use of a mastery approach to mathematics - Regular Problem Solving sessions to be planned and delivered. - STEM themed POLO day 	<ul style="list-style-type: none"> - Problem Solving resources (PEF) 	
Continue to embed a Mastery Approach to deepen understanding before accelerated coverage. Encourage the exploration and discovery to create links – focus on concrete/pictorial/abstract.	<ul style="list-style-type: none"> * Focus on depth of learning through whole class teaching - deepen understanding before accelerating content coverage. * Encourage multiple representations for all concepts – concrete, pictorial and abstract. * Promote fluency, reasoning and problem solving. * Provide quality enrichment tasks – these must provide opportunities for learners to extend their understanding and broaden their learning experiences. 	<p>Learners can:</p> <ul style="list-style-type: none"> - show a deeper understanding of mathematical concepts - cement knowledge through multiple representations and do so with confidence - make connections between different ideas - recall and apply mathematical knowledge both rapidly and accurately. - Regular formative assessment - High quality corrective instruction/interventions 	<p>Useful Websites:</p> <ul style="list-style-type: none"> - TES.com – Maths Mastery - Nctem.org.uk – Maths Mastery - Number Talks - The Scottish Mathematical Council Paper February 2018 - Pedagog stampers for feedback (PEF) - new custom made jotters 	
Increase pupil and parental engagement through the use of engaging homework activities, including innovative ways to deliver homework virtually.	<ul style="list-style-type: none"> * Use of GLOW to engage with digital technology. * Introduction of Blether Bags at Primary 4 level. * Review contingency planning for blending learning approaches. * Equity of access of technology and connectivity for all families. 	<ul style="list-style-type: none"> - Effective integration of digital games/technology to support and enhance numeracy for all learners – implemented through cycle. - Maths Prodigy - Numeracy Ninjas - Sumdog - Introduction of Maths Blether Bags at Primary 4 level – virtual experience - Introduction of Virtual Classrooms for homework. - Activities provided through Virtual classrooms on Teams. - Tracking of data to show pupil access to resources. 	<ul style="list-style-type: none"> - Apps, maths games & technology e.g. QR codes, spheros, etc - Blether Bags - Thinglink - Guidance to support families with Microsoft Teams and Glow. 	
Moderation at a school level and also through a cluster approach with regular professional dialogue to ensure a consistent approach across cluster schools	<ul style="list-style-type: none"> * Rigorous approach to assessment through introduction of periodic assessments and set assessment weeks * Provide staff CPD on the creation of periodic assessments. * Increased moderation opportunities as a staff and (where possible) cluster to promote professional dialogue. 	<ul style="list-style-type: none"> - Periodic Assessments - standardised assessments to: - Justify choice of strategy used - Link mathematical concepts - Use mathematical vocabulary and notation - Explore mental agility - Develop algebraic reasoning 	<ul style="list-style-type: none"> - Periodic Assessments Exemplar - Periodic assessment template - Periodic assessment PowerPoint/facilitator notes - Moderation Hub 	Pilot creation of periodic assessments at First Level. Expected completion date February 2020. Linked to First Level Milestones and Benchmarks.

	<ul style="list-style-type: none"> * Introduction of pedagog stampers for consistency across the school * Link Mathematics to IDL 	<ul style="list-style-type: none"> - Determine the reasonableness of a solution - School Self Evaluation – staff to work with ‘Critical Friend’ to moderate planning and jotters. - Periodic assessments to apply mathematics to IDL contexts. 		<p>Periodic Assessments carried out during Assessment Week – feedback from class teachers to be given.</p> <p>Plan set for Periodic Assessments for Early and Second Level.</p>
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Evaluative Statement & Actual Impact/ Evidence	
November	
February	

2020-21 School Improvement Priority 3

IMPROVEMENT 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.				
Person(s) Responsible <small>Who will be leading the improvement?</small>		Lauren McIntyre/ Louise MacKenzie/ Rosie Nisbet			
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	<ul style="list-style-type: none"> • Promoting a high quality learning experience. • Differentiated support. • Using evidence and data. • Employability and skills development. Engaging beyond the school.	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information	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.	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.	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 <small>Detail targets, %, etc.</small>	Tasks/ Interventions to achieve priority	Measures <small>What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)</small>	Resources <small>Please include costs and, where relevant, state where cost is being met from.</small>	Timescale <small>What are the key dates for implementation? When will outcomes be measured? Checkpoints?</small>
Children and young people to have ease of access to digital learning platforms, which develop curricular needs.	<ul style="list-style-type: none"> * Continue to provide learning platform support and access for self-isolation/school closures. * Create an online learning overview, which is regularly reviewed. * Issue online learning overview to children/young people and parents. SLT manage a strategic overview to digital learning pathway.	- Learner evaluations - Parental Consultation Planning Overviews will track use and inform overview	- Refreshed Curriculum Narrative - Ed Scot – What Digital Learning might look like. - NLC - Digital Learning and Teaching Guidance - NLC - Digital Solutions to enhance Learning and Teaching. - Glow Information - How-To Guides and Videos. - Digital Pathfinder Resources. Staff training and CPD.	On-going throughout the academic year. Bi-monthly check-ins.
A clear communication strategy, which ensures all stakeholders know expectations of remote and flipped learning.	<ul style="list-style-type: none"> * Maintain Class Teams and Class Dojo to ensure appropriate and timely communication with pupils and parents. * Develop/maintain consistent approaches to digital home learning. * Clear communication to staff around expectations and support available * Class teachers to create resources for ‘Isolating Families’ 	- Parental/Pupil Feedback - Staff Evaluation - Digital tracking and monitoring (Insights)	- NLC - Digital Learning and Teaching Guidance - Digital School - Digital Pathfinder Resources - Teams Insights Tab - Ed Scot – What Digital Learning might look like.	On-going throughout the academic year. Bi-monthly check-ins.

<p>Increase children and young people's opportunities to engage with learning digitally outside of the classroom environment, then sharing in class.</p>	<ul style="list-style-type: none"> * Develop consistent approaches to the use of digital learning across stages/subjects. * Increase flipped learning experiences using O365 and Glow. * Develop use of collaboration tools in Glow to allow learners to work together and share learning. * Embed the world of work into digital skills and learning. * Develop use of virtual learning environments for learners. * Continuously improving digital confidence in teachers to increase engagement in virtual learning through innovative practice – for example, Virtual Classrooms. 	<ul style="list-style-type: none"> - Parental Consultation - Learner Consultation/Evaluation - Staff Consultation/Evaluation - Planning Tracking and monitoring - Digital Tracking and monitoring 	<ul style="list-style-type: none"> - NLC - Digital Learning and Teaching Guidance - NLC - Digital Solutions to enhance Learning and Teaching. - Digital School - Ed Scot- Enhancing Learning and teaching through the use of Digital Technology. - How-To Guides - Staff Training/CPD - Microsoft Training Courses - Virtual Classrooms Templates - Digital Working Party - Education Scotland Newsletters - Glow information 	<p>On-going throughout the academic year.</p> <p>Bi-monthly check-ins.</p>
<p>Consistent use of Glow/Teams as a learning and collaborative environment for all learners and staff.</p>	<ul style="list-style-type: none"> * Staff are confidently able to use O365 tools effectively to create content and their pupils' learning experience. * All children and young people are able to use O365 tools effectively to enrich their learning experience. * Glow/Teams is used to give children and young people feedback on their learning. * Regular use is made of accessibility tools in Glow/Teams to support learner's needs. * Children/young people and staff have access to collaborative areas in Teams. 	<ul style="list-style-type: none"> - Learner Consultation/Evaluation - Planning Tracking and monitoring - Staff Consultation/Evaluation - Digital Tracking and monitoring - use of Insights on Teams 	<ul style="list-style-type: none"> - NLC - Digital Learning and Teaching Guidance - NLC - Digital Solutions to enhance Learning and Teaching. - Digital School - Ed Scot- Enhancing Learning and teaching through the use of Digital Technology. - How-To Guides and learner videos. - Staff Training/CPD - Microsoft Training Courses - Digital Working Party - Education Scotland Newsletters - Glow information 	<p>On-going throughout the academic year.</p> <p>Bi-monthly check-ins.</p>
<p>Continue to use digital data to inform tracking of learner engagement and the digital curricular requirements.</p>	<ul style="list-style-type: none"> * All staff to be involved in the evaluation of digital platform engagement data. * Insights to be used in all learner Team groups to track use. * Develop approaches to evaluate and track learner progress using digital platforms and learning. 	<ul style="list-style-type: none"> - Planning tracking and monitoring - Teacher Professional Judgement - Digital Tracking and monitoring - use of Insights on Teams 	<ul style="list-style-type: none"> - NLC - Digital Learning and Teaching Guidance - NLC - Digital Solutions to enhance Learning and Teaching. - Digital School - Colour-coded tracking spreadsheet to inform responsive planning. 	<p>On-going throughout the academic year.</p> <p>Bi-monthly check-ins.</p>
<p>Increased use of digital tools to inform assessment of learning, within school and out with the classroom environment.</p>	<ul style="list-style-type: none"> * All staff to include digital assessment opportunities in planning. * Particular use to be made of tools which enable collaboration, assessment and evaluation: <ul style="list-style-type: none"> o OneNote 	<ul style="list-style-type: none"> - Planning tracking and monitoring - Learner evaluations - Staff consultation - Digital Tracking and monitoring - use of Insights on Teams - Assignments on Teams 	<ul style="list-style-type: none"> - NLC - Digital Learning and Teaching Guidance - NLC - Digital Solutions to enhance Learning and Teaching. - Digital School - Ed Scot- Enhancing Learning and 	<p>On-going throughout the academic year.</p> <p>Bi-monthly check-ins.</p>

	<ul style="list-style-type: none"> ○ Sway ○ Powerpoint ○ Forms ○ Word (in Glow) ○ Plickers ○ ThingLink ○ Assignments on Teams ○ Class Notebook on Teams 	- Data evaluation section on any relevant tool used.	teaching through the use of Digital Technology. - How-To Guides and learner videos. - Digital Champion Training - Staff Training/CPD - Microsoft Training Courses - Digital Working Party - Education Scotland Newsletters Glow information	
Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.	<ul style="list-style-type: none"> * Schools to nominate Digital Champions. * Nominate Digital Pathfinder Leaders. * Staff to deliver and engage with digital learning CLPL. Examples – Microsoft Teams, O365, Apple Resources, etc. * All staff to have access to Education and Families Bulletin on Glow * All staff to know their login for Login to Learn. * Digital Champions to cascade their learning and expertise to other staff and out to the cluster. 	<ul style="list-style-type: none"> - Planning tracking and monitoring - Digital Tracking and monitoring - use of Insights on Teams etc. - Staff PRD - On-going staff consultation and support. 	<ul style="list-style-type: none"> - NLC - Digital Learning and Teaching Guidance - Microsoft Educator site in Glow - NLC - Digital Solutions to enhance Learning and Teaching. - O365 Guides - How-To Guides and Videos - Digital Working Party Team - Mock Class on Teams for Experimentation - Staff Training/CPD - Integrated Technology Pathways to support staff. - Glow information - Professional Learning - Ed Scot 	On-going throughout the academic year. Bi-monthly check-ins.

Evaluative Statement & Actual Impact/ Evidence	
November	
February	

2020-21 Nursery Class Improvement Plan

IMPROVEMENT PRIORITY :	The establishment of Whitelees Nursery Class within the contingency location of Abronhill Community Centre and the integration of the class into Whitelees Primary School upon completion of the new building. Implementation of nurturing approaches to support and improve the mental, physical and emotional wellbeing of our children and families as part of the Covid -19 recovery.
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Person(s) Responsible Who will be leading the improvement?		Sheryl Ferguson/ Julie Ramsay/ Gioia McAuley/ Key Workers/ Support Workers			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	UNCRC Article(s)
1.1 Self-Evaluation for Self-Improvement 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.6 Transitions 3.1 Ensuring Wellbeing, Equality, and Inclusion	N/A	1 - School Leadership 2 - Teacher Professionalism 3 - Parental Engagement 4 - Assessment of Children's Progress	3 - Improvement in children's and young people's health and wellbeing	3 - Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	Article 3 - Best Interests of the Child Article 5 - Parental Guidance and a Child's Evolving Capacities Article 12 – Respect for the Views of the Child 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?
To create a welcoming, nurturing, and safe learning environment, that is guided by the needs and interests of individual children and families.	<ul style="list-style-type: none"> * Completion of NLC risk assessments and creation of subsequent policies in consultation with children, families, and staff that detail appropriate procedures. * Formation of the vision and values of the nursery class through the sharing of ideas and conversations held with staff, children, and parents/carers * Regular consultation with children to establish their current interests to determine the layout and resourcing of the playrooms * Professional reading is undertaken by practitioners of relevant documentation that will support practitioners and enhance area setup and development * Research community amenities and their suitability for use as an outdoor learning space for young children * Creation and development of appropriate outdoor space in 	<ul style="list-style-type: none"> - Record of risks assessments/policies - Visible throughout nursery practice - Embedded within practice - Parental input via Ideas Wall - Record of Children's Voices - Documented through planning/profiling - Professional dialogue - Noted in practitioners SSSC CPL record - Documented through planning/profiling - Embedded within curriculum - Community feedback 	<ul style="list-style-type: none"> - NLC Generic Risk Assessment Proforma - UNCRC - Realising the Ambition - Curriculum for Excellence - Planning in the Moment - Loose Parts Play - GIRFEC - Applying Nurture as a Whole - School Approach - Out to Play 	<ul style="list-style-type: none"> September 2020/ January 2021 Ongoing Ongoing Ongoing August 2020 September 2020

	community centre grounds using temporary boundary		- My World Outdoors Out to Play	
To establish a community of learning with practitioners, who hold a shared pedagogy and pursue current knowledge to aid a quality service.	<ul style="list-style-type: none"> * Ensure all practitioners are SSSC registered and hold a current PVG membership * Develop Continuous Professional Learning (CPL) calendar for practitioners detailing mandatory/suggested eLearning/professional reading. * Seek access and demonstrate the use of key learning systems for the practitioner, pupil and parent use (Glow/Teams/ Learn NL) * Practitioners allocated an experienced mentor to share experience, knowledge and guide, support practice within the class * Regular discussion between practitioner and SMT to share thoughts and devise action plans for future CPL and development * Practitioner wellbeing is key during COVID/1140/Transition - Regular 'check-in' to occur between practitioners/SMT and ongoing discussion the concept of self-care and strategies are given to support 	<ul style="list-style-type: none"> - SSSC/PVG membership certificates - Certification from CPL Courses - Noted in practitioners SSSC CPL record - Competent in using online systems - Professional dialogue - PRD and supervision - NLC Toolbox Talk - Reduced anxiety/Increased confidence - Signposting to services/CLPL courses 	<ul style="list-style-type: none"> - LearnNL CPL Courses - Education Scotland Digital Skills Videos (YouTube) - National Induction Resource - NLC Recovery Guidance - Solihull Approach - National Wellbeing Hub - Work Well NL - NLC Staff Welfare Officer 	<p>August 2020</p> <p>September 2020</p> <p>September 2020 In-Service (staff)/Ongoing (children/parents)</p> <p>August 2020/Ongoing</p> <p>August 2020 In-Service</p> <p>August 2020 In-Service/Ongoing</p>
To develop a child-centred ethos and culture, through positive interactions and rich experiences, visible through learning and assessment.	<ul style="list-style-type: none"> * Creation of Personal Learning Plan (PLP) proforma in collaboration with families, to support wellbeing requirements of individual children * Devise planning proforma to effectively implement and evaluate quality learning experiences whilst incorporating relevant documentation. * Individual Learning Profiles created and introduced to each child, promoting the celebration of individual achievements from the child's perspective * Learning Wall display created at children's level, supporting (child's) reflection of previous learning, 	<ul style="list-style-type: none"> - Level of parental engagement - Record of children's views - Record of children's voices - Level of practitioner input - Regular planning meetings/evaluations - Regular SMT tracking and monitoring - Parental feedback - Coverage of E and Os implemented - Recall previous learning of children - Regular SMT tracking and monitoring 	<ul style="list-style-type: none"> - GIRFEC - Curriculum for Excellence - In the Moment Planning - UNCRC 	<p>September 2020/Review March 2020 (or before)</p> <p>September 2020/Ongoing</p> <p>September 2020/Ongoing</p> <p>Ongoing</p>

	<p>promoting sharing thoughts and ideas, also engaging adults and peers</p> <ul style="list-style-type: none"> * Implementation of online profiling through SWAY, further adding to 'golden thread' of evidence supporting children throughout the setting * Boxall Profiling will be carried out to identify areas in which support may be required, crucial tool to evidence and pin-point support to ensure getting it right for every child 	<ul style="list-style-type: none"> - Practitioner confidence in using the system - Parental feedback - Coverage of E and Os implemented - Personal Learning Plans/GIRFMe (if required) - Regular staff meetings - Parental discussion 	<ul style="list-style-type: none"> - Edu Scotland Digital Skills Videos (YouTube) - The Boxall Profile suite - GIRFEC 	<p>November 2020</p> <p>November 2020 September 2020/Ongoing</p>
<p>To work in collaboration with children and families to ensure a continuous, supportive, and personalised transition from home to new surroundings.</p>	<ul style="list-style-type: none"> * Creation of transition policy to support practitioners/children/families with the process and in engaging with the school and the local community. * Consultation with parents/carers to ensure continuous secure attachments between the team and children alongside positive relationship building with parents which also aids positive transitions * Daily contact with school to support sharing of information, provide updates, offer support and guidance * Visits to the site to provide visuals of the new build and increase children's understanding. Staff continuously engage in conversation regarding new build * Workshops held by a representative from Procast Property Services, to prepare children for transitioning and further learning experiences * Bubble groupings are alternated, an opportunity to engage with all children and build positive attachments with all staff (COVID implemented following nursery holiday periods to ensure safety) * Responsive to the emotional needs of the children which may be unsettled through the transition period 	<ul style="list-style-type: none"> - Record of policy - Record of dialogue with children - Parental input via 'Ideas Wall' - Parental Questionnaire - Record of children's voices - Sharing relevant information with children/practitioners/families - Journey evident through a visual timeline - Record of children's voice - Documented through planning/profiling - Documented through planning/profiling - Observations are taken by Keyworkers - Parental feedback - Record of children's voices - Personal Learning Plans/GIRFMEs (if required) - Parental feedback - Record of children's voices 	<ul style="list-style-type: none"> - Realising the Ambition - Solihull Approach - Applying Nurture as a Whole School Approach - GIRFEC - Connected Baby Website - Solihull Approach Procast Property Services - COVID Risk Assessment - NLC Recovery Document - Solihull Approach - Applying Nurture as a Whole School Approach 	<p>November 2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>October 2020</p> <p>October 2020/January 2021/April 2021</p> <p>Ongoing</p>

	<ul style="list-style-type: none"> * Creation of social stories to provide a visual representation and support transition to the new build. 		<ul style="list-style-type: none"> - Boardmaker/Emotions Works 	November 2020
To form effective relationships with parents/carers and work together to ensure their child's individual learning and development needs are met.	<ul style="list-style-type: none"> * Enrolment procedures are in line with NLC guidance and support the essential gathering of confidential information and crucial to build trust. * Settling period is reflective of the emotional needs of the child, with Keyworker continuously reflecting through observation how to effectively support child/parent/carer and time adjusted to suit * Undertake Personal Learning Plan meetings with parents/carers to engage them in discussion to identify and agree on the next steps, with information shared recorded * Information will be communicated through Noticeboard/ Twitter/ Newsletter, with Paper copies also made available to support inclusion * Formative Reports will be recorded and issued, a further opportunity for parental input and discussion regarding achievements/concerns raised by parent or practitioner * Adapted Open Door Policy due to COVID, allowing parent/carers to arrange a telephone call appointment at their convenience, should they wish to discuss any aspect of their child's needs. * Daily communication with a member of SMT at both drop-off and collection times, to report concerns, achievements and/or information to be shared. * Home link Initiatives will be introduced: Sid & SHANARRI toolkit will be implemented at the child's level, in addition to supporting transitions. * Play on Pedals activities building confidence, sharing information with parents 	<ul style="list-style-type: none"> - Level of parental engagement - Parental discussion with Keyworker - Evident through Personal Learning Plans/Learning and Development - Level of parental participation - Parental feedback - Level of parental participation - Parental feedback - Level of parental engagement - Level of parental engagement - Personal Learning Plans - Level of child participation – photos and drawings from home - Parental feedback - Evident through planning and profiling - Children can pedal/balance on bikes - All practitioners complete Play on Pedals training (when available) 	<ul style="list-style-type: none"> - Enrolment Form - Consent to Share - Solihull Approach - Applying Nurture as a Whole School Approach - Personal Learning Plan Proforma - Twitter/GLOW Login information - Report Proforma - COVID Risk Assessment - NLC Recovery Guidance - COVID Risk Assessment - NLC Recovery Guidance - Sid & SHANARRI Toolkit - Play on Pedals Manual - Pedal Bikes/Helmets - High Visibility Bibs - Play on Pedals Training 	<ul style="list-style-type: none"> Ongoing Ongoing Within 28days/March 2021 Ongoing November 2020/March 2021 Ongoing Ongoing Begin November 2020/Ongoing Begin November 2020/Ongoing

