



Renfrewshire Council Children's Services

# **Arkleston Primary School Improvement Plan**

## **2020-2021**

# Planning framework

As part of Children's Services, Arkleston Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

## **National Priorities**

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. improve children and young people's employability skills so that they move into positive and sustained destinations.**

## **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

## **Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

# Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

## Renfrewshire's Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

## Our Vision, Values and Aims



THE MORE WE LEARN  
THE BRIGHTER WE SHINE

Success = Teamwork = Attitude = Respect

**Our school values:**

**S – Success**  
Achieving success both in and out of school

**T – Team**  
Everyone playing their part to achieve our vision

**A – Attitude**  
Being the best you can be in all areas of life

**R – Respect**  
Showing respect through our actions. (Respecting the rights of the child)



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### **Who did we consult?**

To identify our priorities for improvement, we sought the views of pupils, staff, parents and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Arklestone Primary School such as:

#### **Staff are consulted through:**

- Regular meetings as a whole staff and as departments
- Regular Planning and tracking meetings throughout the session with SMT
- Professional Review and Development meetings each session
- Plan and review of School Improvement Plan priorities
- Policies and amendments drawn up through consultation and discussion
- Staff suggestion boxes and contributions to meeting agenda
- Questionnaires/returns
- Auditing current practice
- SDO and Environmental Meetings
- Cluster Events and working parties
- Transition events
- Inter-Agency Working
- CPD activities linked to School Improvement priorities
- GLOW and other forms of ICT communication

#### **Parents are consulted through:**

- Parent Council meetings
- Focus groups
- Nursery & P1 entrants meetings
- Parent, Pupil, Teacher Conferences
- Parents' Meetings
- Whole establishment open afternoons
- School annual planner and newsletters
- Establishment website and Twitter feed
- Suggestion boxes

- EST Framework
- Parental Questionnaires – general & returns regarding particular events
- Informal daily discussions

**Pupils are consulted through:**

- Committee Time – Specific groups and HGIOurS Discussions
- Focus Groups
- Circle Time following Quiet Assemblies
- EST Framework including PSPs, IEPs, CSPs and IAFs
- Weekly assemblies
- Weekly time to talk sessions
- Suggestion boxes
- Open Door Policy of all SMT and school staff
- Questionnaires/Surveys
- Pupil Diaries
- Pupil, Parent, Teacher Conferences

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

**Community consultation:**

- Questionnaires
- Newsletters
- Action plan discussions with (Kirsty Huner) Educational Psychologist, (Andrew Mitchell) Active Schools Coordinator, (Paul Harrison) Home Link Worker
- Action planning with (Debbie McGlinchey) Activity Coordinator Renfrew Care Home – Intergenerational Links
- Cluster meetings throughout the session
- Pre-5 meetings throughout the session

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

### **How we will know if we are achieving our aims?**

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

#### **QUANTITATIVE DATA**

- CfE Teacher Judgement
- GL Assessment Data at P2, P3, P5 and P6
- Standardised Testing in spelling
- SNSA Data for P1, P4 and P7
- Screening Assessment at P2/3
- Monthly behaviour data
- Pupils' progress from prior levels of attainment
- Pupils' progress in meeting targets
- Overall progress towards set targets
- Data collected nationally and/or locally establishing patterns over time
- Returns from questionnaires
- Analysis of other key performance data, such as: finance, pupil/staff attendance, pupil exclusion rates, fire safety and health and safety

#### **PEOPLE'S VIEWS**

- Individual interviews with members of staff including use of PRD
- Individual conversations with parents via telephone
- Dialogue with pupils e.g. Target Setting Meetings, PLPs
- Virtual Parent Council Meetings
- Cluster Working – Creation of Cluster Teams Online to support professional dialogue
- School website, Twitter and SEESAW
- Virtual Meet the Teacher, Online Parent/Pupil/Teacher Conferences
- Virtual Quiet Assemblies followed by discussion
- Virtual Parent Engagement opportunities
- Questionnaires and surveys gauging satisfaction and for suggestions for improving effectiveness
- Inset for staff
- Evaluations from staff including planning and sharing good practice

- Teacher Enquiry projects
- Written responses and detailed comments
- Team meetings at all levels

#### **DIRECT OBSERVATION**

- Shadow individual pupils
- Teaching methodologies
- Learning visits
- Teachers observing each other – Sharing Good Practice within and beyond establishment
- Working collegiately with other teachers, colleagues - Cluster CPD

#### **DIRECT OBSERVATION - DOCUMENTS**

- Pupils' work (including displays and photographic evidence)
- Reports to parents
- SEESAW
- Programmes of study
- Teachers' plans and evaluations
- Progress reports on the development plan
- Policies and guidelines
- Minutes of meetings

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff



Improvement Priority 1 – Ensuring staff and children feel safe and secure returning to school			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QIs 2.1-2.4 QI 2.7 QI 3.1	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Following this extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school. We will ensure that time and space is provided to actively promote staff health and wellbeing.</i></p>	<p><i>By August 2020, all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.</i></p> <p><i>By December 2020, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. All staff will feel less anxious in their daily practice.</i></p>	<p><i>Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided. Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</i></p> <p><i>Pre and post CPD training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5) Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided</i></p> <p><i>Participation rates show that all staff have engaged in CPD to reinforce Mindfulness practices</i></p> <p><i>Minutes of Nurture Group meetings show that staff wellbeing is being discussed and actioned upon regularly</i></p> <p><i>Pre and post return survey to gauge levels of anxiety reducing for all staff due to shared information, supports and training</i></p>	<p><i>Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities.</i></p> <p><i>Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Co-Vid 19 phasing.</i></p> <p><i>All staff will complete Renfrewshire's 'Understanding the mental HWB of CHILDREN' and eLearning modules <a href="#">'Psychological First Aid'</a> and <a href="#">SAMH</a> (Scottish Association for Mental Health) module 'We all have mental health'.</i></p> <p><i>Use Nurture Group Network Wellbeing Toolkit for professionals' to promote staff wellbeing in a nurturing environment, continue to build on previous staff training with Do-Be Mindful</i></p> <p><i>Identify professional reading to support staff in building an increased knowledge around health and wellbeing</i></p> <p><i>Individual staff members will access the schools' Counselling service for consultation and/or Renfrewshire's 'Time for Talking' for personal support.</i></p>

**(PEF) denotes interventions/activities funded through Pupil Equity Funding**

<p>Following this extended period of remote learning, we recognise the importance of ensuring all CHILDREN feel safe and secure about transitioning back to, and beyond school, particularly those at key transition stages and those who are in our vulnerable/targeted groups.</p> <p>These groups include:</p> <ul style="list-style-type: none"> <li>• key groups (EY to P1)</li> <li>• internal transitions (e.g. P2 to P3)</li> <li>• Vulnerable CHILDREN and those with ASN</li> </ul> <p><b>PEF</b> Re-establishing routines for daily mindfulness practices and support the health and wellbeing of all CHILDREN during the recovery period</p> <p><b>PEF</b> Supporting children to maintain and increase their levels of physical fitness following lockdown in order to support mental wellbeing</p> <p>We recognise the importance of providing clear information to parents/carers and in reassuring parents/carers that their CHILDREN will be supported in</p>	<p>By December 2020, CHILDREN in the target groups (new P1s, ASN) will have successfully transitioned and will feel safe, confident and engaged.</p> <p>By October 2020, almost all CHILDREN have increased knowledge and understanding of the supports available to them within school and within the community.</p> <p>By October 2020, all staff make use of existing supports and practices within the school and develop and increased knowledge and understanding of supports available to support CHILDREN's mental health and wellbeing and signpost and draw upon these supports as required.</p> <p>By April 2021 increase levels of regular physical activity for almost all children</p> <p>By August 2020, parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.</p>	<p>Perception of engagement in learning for for target groups of learners – using the Leuven Scale and moving from 1 or 2 to 3 or 4 in scale.</p> <p>Teachers' planning will demonstrate the increased focus on mental health and wellbeing and use of mindfulness practices.</p> <p>CPD evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support CHILDREN.</p> <p>Learner conversations will demonstrate that almost all CHILDREN know and understand the supports available within school and the community.</p> <p>Learning visits and teacher evaluations will show that almost all CHILDREN are happy in class and engaged in learning.</p> <p>Qualitative and quantitative information received from Calm Minds will show that targeted children successfully participate and engage in programmes.</p> <p>By October 2020 benchmark activity levels for children across stages and by April 2021 increase levels for almost all individuals through planned and targeted interventions</p> <p>Participation rates in parental transition programme show that almost all parents/carers, of children in the target groups, engaged with the transition information shared</p>	<p>Transition programmes will be delivered in partnership with EY/Primary/Secondary colleagues. Extended transition activities will be delivered over the summer for vulnerable CHILDREN.</p> <p>Timetables will be adjusted to provide greater curricular time for health and wellbeing activities (mental, emotional and social, re-establishing routines, outdoor learning)</p> <p>Information re mental health supports available to CHILDREN in school and in the community will be stored in shared drive and discussed at a collegiate session. Appropriate signage will be posted around the school. Referral procedures for e.g.the EPS Coping During Co-Vid service and counselling service will be understood by all staff.</p> <p>Emotional literacy will be explicitly taught (e.g. RNRA, Seasons for Growth, PATHS, Calm Minds) and daily mindfulness sessions will be built into the curriculum – continue to develop D0-Be Mindfulness Approaches.</p> <p>Learning visits (SMT and peer) will focus on health and wellbeing and engagement.</p> <p>Continue to work with Calm Minds to provide tailored support for targeted children and parents once a week. (PEF)</p> <p>Increase opportunities for physical activity through use and enhancement of outdoor spaces</p> <p>Transition programmes for EY and P7 children will take place over the summer holiday in small groups. The EY/ primary staff will support primary/secondary colleagues to deliver the</p>
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<p><i>their transition back to, and beyond school.</i></p>		<p><i>Parental survey post transition programme demonstrates that all parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community.</i></p> <p><i>Communication to parents/carers through virtual meetings, SEESAW/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.</i></p>	<p><i>programme to ensure there is a known contact for CHILDREN and parents/carers.</i></p> <p><i>Activities will be planned for parents/carers including information sessions, Q&amp;A, tour of the building, curriculum overview and practical arrangements for social distancing, hygiene and outdoor learning during Co-Vid 19 phasing and post phasing. Transition Class created on SEESAW to share information with parents/carers</i></p> <p><i>Individual meetings will be offered for parents/carers of targeted CHILDREN and a key adult within school.</i></p>
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**Priority 2 To plan and implement a phased return to the establishment for CHILDREN and staff**

<p><b>HGIOS/HGIOELC QIs</b></p> <p><b>QIs 1.3-1.5</b> <b>QIs 2.1-2.4 and 2.6</b> <b>QI 3.1</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>4. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>5. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>6. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	4. School Leadership	4. Assessment of Children's Progress	5. Teacher Professionalism	5. School Improvement	6. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Following several months of lockdown, it is necessary to have a clear plan in place for the phased return of children and young people (CHILDREN) and staff to our establishment, in line with local and national guidance.</i></p> <p><i>Should a further lockdown be imposed we want to be well-prepared to ensure that CHILDREN can engage in learning at home.</i></p>	<p><i>By August 2020, clear capacity and capability planning ensures that staff who are able to work in the establishment will return and the others will work from home.</i></p> <p><i>By August 2020, staff have increased knowledge of guidelines and expectations when working in school or at home.</i></p> <p><i>By August 2020, all staff ,CHILDREN and parents/carers have increased knowledge of health and safety measures and will evidence the implementation in their practice. These include hygiene and social distancing measures, within the establishment and in outdoor areas.</i></p> <p><i>By August 2020, CHILDREN begin a phased return to the establishment as per SG guidance and successfully engage in a blend of home and school learning.</i></p> <p><i>By October 2020, all stakeholders have an increased knowledge of our business continuity arrangements in the event of another lockdown. We have an improved understanding of</i></p>	<p><i>The capacity planning return to HQ demonstrates that there is clarity about the availability of staff and the reasons why some may need to continue working from home in line with Public Health Scotland guidance.</i></p> <p><i>Teachers' planning will evidence that all teachers know and follow the LA Guidance on Remote Learning and the school's plan for 'blended' learning.</i></p> <p><i>Timetables and recovery plans show that children are grouped in cohorts with maximum of 8 children per class and patterns of attendance align with SG social distancing guidance.</i></p> <p><i>The Recovery guidance, Business Continuity plan, Health and Safety workplace assessment and Co-Vid 19 Risk assessments demonstrate that local and national guidance is being followed and that clear and consistent messages are shared with staff, children and parents/carers.</i></p> <p><i>Minutes of staff meetings show that staff are involved in the recovery planning process.</i></p>	<p>Adapt <b>Health and safety risk assessment</b> to local context.</p> <p>Undertake the <b>H&amp;S workplace assessment using "COVID workplace checklist"</b> <i>Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems</i> <i>Refer to document: Risk assessment educational establishments</i></p> <p><b>Contextualise the LA 'Recovery guidance for schools and early years establishments' and retain for own establishment.</b></p> <ul style="list-style-type: none"> <li>Reducing potential exposure</li> <li>Social distancing</li> <li>Hygiene and protection</li> <li>Cleaning regimes</li> </ul> <p><i>Create a staff (teaching and support) timetable for those available to work in the establishment and those working from home. Staff timetables will reflect a 'blended' learning approach for children and will maximise learning outdoors.</i></p> <p><i>Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Minimise movement of children. Staggered arrivals, departures, breaks. Finalise Consortium arrangements.</i> <i>Explore online large-group lecture style opportunities with follow-up small-group tutorials when in school</i></p> <p><i>Develop a clear learning, teaching and assessment plan that assesses the wellbeing and learning needs of children and provides both learning within the establishment and at home. Priorities initially to re-engage children and families, establish routines and ensure wellbeing</i></p>

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	<p><i>what needs to be done pre, during and post lockdown. We have learned lessons from the previous lockdown and are well-prepared to provide learning at home, at relatively short notice, should it be required.</i></p>	<p><i>Observations of the internal and external building flow will demonstrate that in almost all instances, staff, CHILDREN, parents/carers and visitors are adhering to the health and safety measures.</i></p> <p><i>Pre and post CPD training surveys show an increase in understanding and confidence in all staff (Scale 1 to 5) in, for example, use of digital platforms for remote learning.</i></p> <p><i>Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the school community.</i></p> <p><i>The Business Continuity plan (BCP) outlines detailed arrangements and actions to be taken (pre, during and post) in the event of a further lockdown to provide as much educational continuity as possible.</i></p>	<p><i>needs are met. New learning will be planned when CHILDREN are ready.</i></p> <p><i>Identify and address staff CPD needs particularly around digital learning pedagogy, wellbeing and learning outdoors.</i></p> <p><i>Complete and retain the establishment '<b>Business Continuity Plan</b>', using the LA template, in consultation with staff and CHILDREN.</i></p> <p><i>Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.</i></p>
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**Priority 3: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy**

<p><b>HGIOS/HGIOELC QIs</b></p> <p>QI 1.2 QIs 2.2 &amp; 2.3 QI 3.2</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <table> <tr> <td>7. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>8. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>9. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	7. School Leadership	4. Assessment of Children's Progress	8. Teacher Professionalism	5. School Improvement	9. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following this extended period of school closure, we recognise the increased importance of formative assessment and use of evidence-based pedagogies in literacy and numeracy to identify and address gaps in the attainment and achievement of children and young people.</p>	<p><i>By September 2020 all staff will recognise and effectively use evidence of learning experiences previously collected to inform judgements on learners' progress during the period of school closure to plan appropriate revision and next steps in learning.</i></p> <p><i>By September 2020 teaching staff will have increased knowledge of and will evidence in their practice a range of targeted, evidence-based pedagogies in literacy and numeracy to support blended learning experiences both in school and at home as part of a wider recovery curriculum.</i></p> <p><i>By September 2020, all staff will use a range of assessment data and evidence-based approaches to raising attainment in literacy and numeracy to support and challenge children appropriately through considered approaches to differentiation.</i></p> <p><i>By October 2020, children's engagement in blended learning and independent working skills will be increased using a combination of effective learning approaches, digital tools and ongoing nurture support.</i></p> <p><i>By October 2020, staff will have improved skills and increased confidence in using digital tools to support blended learning.</i></p>	<p><i>Teachers' planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.</i></p> <p><i>Teachers' planning reflects the Renfrewshire literacy and numeracy approaches in class-based learning, opportunities for home learning, learning online and learning outdoors.</i></p> <p><i>Quality assurance activities demonstrate clear impact of professional learning on the quality of blended learning experiences.</i></p> <p><i>Informal classroom visits and monitoring of online/home learning activities will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.</i></p> <p><i>Pupil voice demonstrates that almost all children enjoy learning, at home and online, and can talk confidently about their learning and next steps.</i></p> <p><i>Pre and post CPD surveys will demonstrate that almost all staff have increased confidence in supporting blended learning approaches including the skilful use of digital tools and the use of thematic, citizenship approaches to curriculum delivery. This is evidenced in daily learning and teaching practice.</i></p>	<p><i>Teachers and school leaders will use the 3 Domain Model and formative assessment strategies to assess the progress and learning needs of individual pupils and to inform planning of appropriate learning experiences in literacy and numeracy.</i></p> <p><i>Continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CPD or professional reading, linked to these approaches, where required e.g.:</i></p> <ul style="list-style-type: none"> <li>Learning Intentions &amp; Success Criteria</li> <li>Effective questioning</li> <li>Feedback</li> <li>Peer/self-assessment</li> </ul> <p><i>The Renfrewshire literacy and numeracy checklists and guidance outlined in Renfrewshire's Learning and Teaching Position Paper will be used to inform planning of learning experiences, particularly in relation to a blended learning approach, incorporating school-based lessons, home learning packs and continued online learning.</i></p> <p><i>Continue to embed &amp; extend evidence-based approaches to the teaching of literacy and numeracy:</i></p> <ul style="list-style-type: none"> <li>Primary Literacy Coaching Programme</li> <li>Dive into Reading</li> <li>Dive into Writing</li> </ul>

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	<p><i>By December 2020 children will be able to link their learning to their development of skills for learning, life and work and character strengths</i></p>	<p><i>Monitoring and tracking information will evidence that all children have access to sufficient hardware and data to enable online learning.</i></p>	<ul style="list-style-type: none"> <li>• <i>Disciplinary Literacy</i></li> <li>• <i>Stages of Early Arithmetical Learning</i></li> <li>• <i>Concrete-Pictorial-Abstract progression</i></li> <li>• <i>Promotion of Growth Mindset</i></li> </ul> <p><i>Continued, tailored support will be requested as required from the Attainment Team including Development Officers and Modelling and Coaching Officers.</i></p> <p><i>The school Digital Champion will continue to participate in LA meetings and disseminate information and best practice approaches to the staff team.</i></p> <p><i>Staff will keep abreast of resources and guidance in relation to digital and home learning. Websites such as Renfrewshire's 'Home Learning' and the national 'Scotland Learns' site will be used to support this process.</i></p> <p><a href="https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/">https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/</a></p> <p><a href="https://education.gov.scot/improvement/scotland-learns/">https://education.gov.scot/improvement/scotland-learns/</a></p> <p><i>Staff will trial the use of SHANARRI themed planners as a model for developing citizenship skills and as a focus for developing numeracy and literacy skills within a context and the development of character strengths</i></p>
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**Priority 4 To ensure effective use of data and evidence to plan for recovery**

<b>HGIOS/HGIOELC QIs</b> <b>QI 1.1,1.3</b> <b>QI 2.3</b> <b>QI 3.1,3.2</b>	<p align="center"><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children’s and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p align="center"><b>NIF Drivers</b></p> <table border="0"> <tr> <td>10. School Leadership</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>11. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>12. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	10. School Leadership	4. Assessment of Children’s Progress	11. Teacher Professionalism	5. School Improvement	12. Parental Engagement	6. Performance Information
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12. Parental Engagement	6. Performance Information							

<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>
<p><i>Prior to lockdown, all staff have been becoming more familiar with what data is important for tracking and planning for improvement. During the recovery phase a broader approach to data is required to ensure that the data which is important now is being considered and used for planning for recovery.</i></p>	<p><i>By October 2020, all practitioners will have increased confidence and knowledge in what data they should be using to track health and wellbeing and progress of learning. They will use this evidence to target and design interventions and inform approaches to blended learning.</i></p>	<p><i>Pre and post CPD survey training shows an increase in understanding and confidence in all practitioners.</i></p> <p><i>All planning associated with learners demonstrate a range of data sources being considered.</i></p> <p><i>Data gathered through quality assurance process will evidence that almost all staff have effectively planned approaches to blended learning,</i></p> <p><i>Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented.</i></p> <p><i>Almost all children and young people report that universal/ targeted/ intensive supports met their needs during transition and blended learning.</i></p> <p><i>Almost all children and young people have demonstrated increased participation and engagement throughout blended learning.</i></p>	<p><i>Staff will engage with Dive into Data (Data for Recovery) professional learning provided by Management Information Officer and Attainment Advisor</i></p> <p><i>Staff will engage with professional learning on effective approaches to blended learning for example, approaches to formative assessment, differentiation and remote pedagogy. (See Learning and Teaching Recovery Plan (Literacy, Numeracy and Assessment) for further detail)</i></p> <p><i>Effective collation of wider evidence on pupil experience during lockdown/blended learning. For example, situational poverty linked to employment loss, newly in receipt of free school meals, learner engagement with online learning/classroom learning</i></p> <p><i>Learner/teacher/parents’ views of blended learning approaches</i></p> <p><i>Evidence used to identify key trends and inform school recovery planning.</i></p> <p><i>Evidence used within classrooms to understand learner experience and plan next steps in health and wellbeing support and learning.</i></p> <p><i>Progress measured through ongoing evaluations to ensure the needs of children are being met (adapt/adopt/abandon).</i></p>

**(PEF) denotes interventions/activities funded through Pupil Equity Funding**



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