



Renfrewshire Council Children's Services

**Auchenlodment Primary School
and Nursery Class**

Improvement Plan

2018-2019

Planning framework

As part of Children's Services, **Auchenlodment Primary School and Nursery Class** 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.**

Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

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.

VISION

At **Auchenlodment Primary School & Nursery Class** our vision is to provide an education of the highest quality within an environment where every child feels safe, happy, nurtured and included. We work together to ensure all of our children are **ACTIVE, POSITIVE, SUCCESSFUL** and that all relationships are based on a mutual **RESPECT**.

- **BE ACTIVE** ••• **BE POSITIVE** ••• **BE SUCCESSFUL** •
 - **BE RESPECTFUL** ••• **BE THE BEST** •
- BE YOU**

Who did we consult?

Consultation with Children

- Pupil Questionnaires
- Active Assemblies
- Pupil Council and other Citizenship Groups
- Learning conversations with their teacher and SMT
- Focus Groups
- Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods)
- Whole school and classroom rights based learning activities.
- Playroom discussion at small group times and during play.
- Playroom planning using mind mapping and floor books.

Consultation with Staff

- Staff meetings
- Annual Professional Review and Development meetings
- Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes
- Identifying strategic actions for School Improvement Plan collegiately.
- Staff Questionnaires and HT 360 Questionnaire
- Regular children's progress/target setting meetings.
- Attainment and GIRFEC meetings
- Extended Support Team meetings
- Curriculum leaders and working parties.

Consultation with Parents

- Induction Days
- Parent Workshops
- Extended Support Team (EST) meetings
- Collaborative meetings
- Family Learning Sessions
- Parent Council
- Parents' meetings
- Open days

- Questionnaires
- Weekly Newsletters
- One Question method
- Suggestion box

Consultation with Partners

- Local and Central Admissions Panel Meetings
- Questionnaires
- Cluster meetings

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

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by:

- Monitoring calendar for school and nursery which ensures a rigorous monitoring approach
- Regular staff meetings and monthly stage meetings
- Monitoring of planning and evaluations of learning
- Termly target setting for each child
- Monitoring and tracking of children's learning and attainment at termly attainment meetings
- Termly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support.
- Termly pupil learning conversations and individual target setting.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
- Collegiate and INSET self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
- Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
- Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations
- Peer learning visits
- Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, PSADU) to ensure best provision for children.
- Staff review of policies (nursery and school) on a 3 yearly basis and as required.

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

Action Plan

School priority 1: Raise attainment in literacy					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.1, 1.3 2.2, 2.3 3.1, 3.2	<p><u>Primary Literacy Coaching Programme & Dive into Reading</u></p> <p>We will:</p> <ul style="list-style-type: none"> • continue to embed & extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) & Dive into Reading (P4-7) strategies • all staff to participate in high quality CLPL to gain a deeper understanding of the Renfrewshire Literacy Approach • create a whole school Literacy policy which will include expectations for each stage • introduce aspects of the Primary Literacy Programme into the nursery. • Nursery staff to observe P1 and P2 to share good practice of pedagogy and literacy. 	<p>DHT</p> <p>2 x Literacy Champions</p> <p>Class Teachers</p> <p>Support Staff</p> <p>Nursery Practitioners</p>	<p><u>Learners</u></p> <ul style="list-style-type: none"> • will be exposed to more challenging texts • will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge <p><u>Staff</u></p> <ul style="list-style-type: none"> • will extend their range of formal & informal reading strategies • will demonstrate increased equity of provision through evidence-based interventions • will be more confident about responsive comprehension teaching <p><u>Families</u></p> <p>will have more enriched & more relaxed conversations about reading</p>	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> • monitoring of long & short- term planning • progress/target setting/tracking meetings • analysis of reader engagement surveys • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations • SNSA/G.L assessment data • teacher professional judgement surveys

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

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

				with each other, their children & school staff	
5	1.1, 1.2, 1.3 2.2, 2.3 3.1, 3.2, 3.3	<p><u>Dive into Writing</u></p> <p>We will:</p> <ul style="list-style-type: none"> • implement evidence-based approaches to the teaching of writing • establish clear links between reading & writing using the 3 Domain Model • develop a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas • develop a coherent writing curriculum which incorporates aspects of Dive into Writing supported by Big Writing assessments. 	DHT 2 x Literacy Champions Class Teachers Support Staff	<p><u>Learners</u></p> <ul style="list-style-type: none"> • will have improved vocabulary/writing outcomes • will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge <p><u>Staff</u></p> <ul style="list-style-type: none"> • will extend their range of writing opportunities that maximise connections between reading & writing & promote children as writers • will demonstrate increased equity of provision through use of ‘Dive into Writing’ strategies & the 3 Domain model for planning, assessment & evaluation of provision • will be more confident about the teaching of writing 	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> • monitoring of long & short- term planning • progress/target setting/tracking meetings • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations • SNSA/G.L assessment data <p>teacher professional judgement surveys</p>

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				<p><u>Families</u></p> <ul style="list-style-type: none"> will have increased engagement & interaction with their child's writing 	
2 4	2.2 2.3 3.2	<p><u>Assessment & Moderation</u></p> <p><u>Moderation</u></p> <p>We will:</p> <ul style="list-style-type: none"> develop a detailed understanding of the moderation cycle through participation in authority moderation processes linked to writing <p><u>Planning and Assessment</u></p> <p>We will:</p> <ul style="list-style-type: none"> use the newly created Literacy Progression Frameworks to plan for progression in literacy provide opportunities for staff to participate in high quality CLPL in relation to planned period (holistic) assessment encourage children to track their own learning through the use of their Learning Journeys Use the Benchmarks in literacy to plan for assessment and track attainment 	<p>HT</p> <p>PT</p> <p>Assessment & Moderation Development Officer</p> <p>Lead Facilitator</p> <p>Class Teachers</p> <p>1 Nursery Officer</p>	<p><u>Learners</u></p> <ul style="list-style-type: none"> will benefit from more accurate professional judgements of achievement leading to more appropriate support & challenge will have increased opportunities to develop breadth, challenge & application across learning <p><u>Staff</u></p> <ul style="list-style-type: none"> will gain an improved understanding of moderation processes will demonstrate greater confidence in professional judgements ensuring greater consistency will develop shared expectations of learning, standards & progression quality of assessment will be improved leading to more accurate judgements of pupils' progress 	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> monitoring of long & short-term planning progress/target setting/tracking meetings teacher surveys throughout moderation process school overview of 'Facilitator Moderation' feedback teacher professional judgement surveys parental feedback from variety of reporting methods e.g. feedback from parents' evenings, report cards, open days, sharing of learning journals etc.

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		<ul style="list-style-type: none"> Use the Achievement of a Level materials to help inform/ support teacher judgement Incorporate the language of the benchmarks into learners' literacy targets 			
3 5	2.2 2.3 2.4 2.5 3.2	<p>Targeted Support in Literacy (PEF) IDL (Indirect Dyslexia Learning) 5 Minute Box Toe by Toe RAFA</p> <p>Family Learning (PEF) Continue to provide opportunities for families to attend sessions which will develop their skills and knowledge of aspects of literacy, including reading strategies, writing, phonics and supporting homework</p> <p>Family Learning - Nursery</p> <ul style="list-style-type: none"> Continue to improve the Family Learning focus on Literacy, through events and home learning bags 	HT DHT CT Support Staff Inclusion Support Assistant Nursery Staff	<p>Learners</p> <ul style="list-style-type: none"> benefiting from planned targeted support/ interventions raised attainment in reading and writing <p>Families</p> <ul style="list-style-type: none"> Families feel more confident in supporting their child's learning at home through active approaches to learning and teaching. 	As above
2 5	1.2 2.2 2.3 3.2	<p>P1 and P2 Pedagogy (PEF)</p> <ul style="list-style-type: none"> Continue to embed P1 Pedagogy in the P1 classroom. Including: <ul style="list-style-type: none"> improved planning format improved differentiation Improve the processes for planning, observing, assessing and tracking progress 	HT Class Teachers Nursery Officer Support Staff	<p>Learners</p> <ul style="list-style-type: none"> are learning in an environment conducive to planned purposeful play are engaged in quality and challenging learning experiences provided with opportunities to become independent learners <p>Staff</p>	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> monitoring of long & short term planning progress/target setting/tracking meetings quality assurance activities - classroom visits, sampling of pupil work &

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		<ul style="list-style-type: none"> Continue to introduce aspects of the P1 Pedagogy into P2. This will include: <ul style="list-style-type: none"> improved environment increased staffing levels appropriate resources processes for observing, assessing and planning for the young child 		<ul style="list-style-type: none"> are more confident and skilled in planning and creating an effective P1 learning environment are more confident and skilled in supporting learners through observation, assessment and planning next steps in learning 	<ul style="list-style-type: none"> pupil learning conversations national standardised assessments teacher professional judgement <ul style="list-style-type: none"> Leuven Scale
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Action Plan

School priority 2: Raise attainment in numeracy					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2	1.3 1.4 2.2 2.3 3.2	CLPL for staff <ul style="list-style-type: none"> SEAL – <ul style="list-style-type: none"> all new staff will be trained by the Renfrewshire Numeracy Coaches Existing staff and new staff will participate in a refresh of SEAL Pictorial – Concrete – Abstract <ul style="list-style-type: none"> All school teaching staff will participate in CLPL on P-C-A, delivered by Renfrewshire Numeracy Coaches and 	HT Numeracy Coordinator Class Teachers Support Staff	<u>Learners</u> <ul style="list-style-type: none"> will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge <u>Staff</u> <ul style="list-style-type: none"> will receive regular updates on developments Numeracy & Mathematics as Champions engage in development 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> monitoring of long & short- term planning progress/target setting/tracking meetings SNSA/G.L assessment data teacher professional judgement surveys PRD process for all staff

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		<p>school Numeracy Co-ordinator</p> <ul style="list-style-type: none"> • Holistic Assessment <ul style="list-style-type: none"> ○ All school teaching staff will participate in CLPL on Holistic Assessment, providing guidance on how to create and implement holistic numeracy assessments. This will be provided by the school Numeracy Coordinator 		<p>tasks/activities then cascade back at school level</p> <ul style="list-style-type: none"> • are more confident and skilled in the use of SEAL, P-C-A and holistic assessments approaches • Planned learning experiences take fuller account of learning styles and strategies to support mental agility • 	
4 5	2.2 2.3 3.2	<p>Planning, Assessment and Moderation</p> <ul style="list-style-type: none"> • Implement new Renfrewshire Planners • Holistic assessment at all stages • Numeracy – Leading their own learning. Share good practice across the school • Use the Benchmarks in numeracy to plan for assessment and track attainment • Use the Achievement of a Level materials to help inform/ support teacher judgement • Incorporate the benchmarks into learners’ numeracy targets • Moderation of Numeracy at school level using the holistic assessment results and ongoing class work as evidence to inform judgement 	<p>HT DHT Numeracy Coordinator Class Teachers Support Staff Nursery Officers</p>	<p>Staff:</p> <ul style="list-style-type: none"> • shared understanding of approaches to learning, teaching and assessment within Numeracy • Increased confidence in making judgement on when a learner has achieved a level • Increased confidence in supporting raising of attainment in numeracy • increased confidence in using the benchmarks to assess achievement 	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> • monitoring of long & short term planning • progress/target setting/tracking meetings • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations • national standardised assessments • teacher professional judgement

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		<p>through events and home learning bags</p> <ul style="list-style-type: none"> • Target setting will be extended to all 3-5 children and will have a numeracy focus • Early Years Graduate position to support the delivery of high quality experiences to help raise attainment in literacy and numeracy 		at home and to be involved in the life of the nursery	
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Action Plan

School priority 3: Improving wellbeing outcomes for all learners and their families					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
3 4	2.3 2.4 2.6 3.1 3.2	<p>Nurture (PEF)</p> <ul style="list-style-type: none"> • Nurture will be delivered by The Inclusion Support Assistant (ISA), supported by a member of support staff • New online Boxall Profile system will be used to track learner progress • Strong links with home will ensure a partnership approach is provided. 	HT ISA CT Support Staff	<p><u>Learners</u></p> <ul style="list-style-type: none"> • Will develop their social and emotional skills and • help them build positive healthy relationships • will increase their skills, coping strategies and their overall resilience and wellbeing. <p><u>Families</u></p>	<p>We will measure the impact of these interventions through:</p> <ul style="list-style-type: none"> • Boxall Profiling • Big Book planning • Learning conversations • Monitoring of practice

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				<ul style="list-style-type: none"> fully involved in their child's learning and in their social and emotional development increased knowledge of nurture principles <p>Staff</p> <ul style="list-style-type: none"> Increased knowledge of Nurture Principles 	
5	3.1	<p>Emotion Works (Nursery – P7)</p> <ul style="list-style-type: none"> All staff will be trained in the resource All staff will deliver Emotion Works as an approach to support health and wellbeing for and emotional development for all 	All staff – nursery to P7	<p>Learners</p> <ul style="list-style-type: none"> Increased opportunities to develop emotional literacy Improved emotional wellbeing for all learners Progressive approach from nursery through to high school <p>Staff</p> <ul style="list-style-type: none"> More confident delivering aspects of the HWB curriculum 	<p>We will measure the impact of these interventions through:</p> <ul style="list-style-type: none"> Pupil – Teacher GIRFEC evaluations SMT GIRFEC meetings progress/target setting/tracking meetings quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations
3	1.1 2.5	<p>Family Learning (PEF)</p> <ul style="list-style-type: none"> Provide opportunities for families to develop their skills and knowledge of aspects of HWB, ICT and Social Media (as indicated on the evaluation forms from previous Family Learning sessions) 	HT DHT CT Support Staff	<p>Families</p> <ul style="list-style-type: none"> Families feel more confident in supporting their child with various aspects of the curriculum and areas out with the curriculum. Families are more knowledgeable about the implications of Social Media and can support their child to use it appropriately 	<ul style="list-style-type: none"> Parents' feedback through discussion, questionnaire and other self-evaluation processes

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5	2.1 2.2 2.3 3.1 3.2	<p>Continue to embed the following priorities from sessions 2017-18</p> <ul style="list-style-type: none"> • Respect Me <ul style="list-style-type: none"> ○ Implement the new policy (created session 17-18) and ensure all stakeholders are clear on expectations and outcome. • Pupil GIRFEC Wellbeing Evaluations <ul style="list-style-type: none"> ○ Pupils will continue to evaluate themselves using the wellbeing indicators and identify next steps/ targets/ strategies ○ Revise current format using the GIRFEC wheel as a possible template (As discussed at staff meeting) • Rights Based Learning <ul style="list-style-type: none"> ○ Continue to develop Rights based learning approaches through Visibility, Ethos and Communication. ○ Ensure links are evidenced in planning 	All staff	<p>Pupils</p> <ul style="list-style-type: none"> • Will be more aware of their own and others feelings and how this impacts upon choices made. • Will be able to articulate feelings, exercise self control and resilience. • have increased emotional and social wellbeing. • will be knowledgeable of their own and other’s rights and able to support themselves and others to receive their rights • will be safe, healthy, happy, achieving, nurtured, respected, included and responsible • Will get the right help, from the right people, at the right time. <p>Staff</p> <ul style="list-style-type: none"> • will be confident in implementing policy and guidance to ensure children are safe, healthy, happy, achieving, nurtured, respected, included and responsible • Will be confident in promoting the rights of the child through the four contexts for learning. • Will be confident in getting the right help, from the right people, at the right time, for children. <p>Families</p> <ul style="list-style-type: none"> • will be supported and included to achieve best outcomes for children. 	<ul style="list-style-type: none"> • Pupil – Teacher GIRFEC evaluations • SMT GIRFEC meetings • progress/target setting/tracking meetings • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations
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				<ul style="list-style-type: none"> Will be more knowledgeable of the UNCRC. 	
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Action Plan

School priority 4: To develop collaborative leadership at all levels					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.1 2.2 2.3	Create Curriculum Rationale <ul style="list-style-type: none"> revise current rationale seek views from children, staff, parents and the wider community take account of the school's local context, local and national policy a flexible document which allows staff to introduce well-considered innovations to meet the needs and interests of all learners 	HT DHT All staff	All Stakeholders <ul style="list-style-type: none"> Everyone within the school is clear about what they are aiming to achieve through the curriculum. All stakeholders know what they want for our learners and how we will work together to achieve this 	
1	1.2 1.3 2.2 2.3 2.7 3.2	Cluster Network <ul style="list-style-type: none"> All teachers to participate in cluster network group to share good practice, share resources, offer advice and improve the transition process between Johnstone High School and the 7 feeder primaries. The groups include: <ul style="list-style-type: none"> Literacy Numeracy STEM 	DHT Class Teachers	Staff <ul style="list-style-type: none"> Improved partnership working across the cluster Observing best practice to improve own practice 	We will measure the impact of these interventions through: <ul style="list-style-type: none"> quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations PRD Process

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		<ul style="list-style-type: none"> ○ HWB ○ Expressive Arts ○ MFL ○ Rights of the Child 			
5	1.3 2.2 2.3 3.3	<p>Digital Schools Awards</p> <ul style="list-style-type: none"> • Continue to promote and encourage a whole school approach to the use of Digital Technology in nursery and school to enhance learning and teaching • Provide a calendar of ICT CLPL for all staff delivered by staff and pupils • Continue on the journey towards the Digital School Accreditation, using the following 5 criteria: <ul style="list-style-type: none"> ○ Leadership and Vision ○ Digital Technology integration in the curriculum ○ School digital technology culture ○ Continuing professional development ○ Resources and infrastructure 	HT DHT ICT Coordinator All staff	<p>Learners</p> <ul style="list-style-type: none"> • Provided with a vast array of opportunities to enhance their learning through ICT • Opportunities to lead professional learning activities with staff <p>Staff</p> <ul style="list-style-type: none"> • Increased skills and knowledge to improve delivery of ICT across the curriculum 	<p>We will measure the impact of these interventions through:</p> <ul style="list-style-type: none"> • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations
1	1.2 1.3 2.2 2.3 2.7 3.2	<p>Distributed leadership</p> <ul style="list-style-type: none"> • Continue to develop leadership at all levels through: • Teachers <ul style="list-style-type: none"> ○ Literacy Champions ○ Numeracy Coordinator ○ P1 and P2 Pedagogy ○ MFL ○ STEM ○ Family Learning (PEF) 	All staff	<p>Learners:</p> <ul style="list-style-type: none"> • Benefit from increased opportunities across the school, including targeted support in literacy and numeracy • Benefit from highly skilled teaching and learning <p>Staff</p>	<p>We will measure the impact of these interventions through:</p> <ul style="list-style-type: none"> • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations • PRD Process

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		<ul style="list-style-type: none"> ○ Developing Young Workforce and Pupil Participation (PEF) ○ Citizenship Groups ● Nursery Staff : <ul style="list-style-type: none"> ○ Literacy leader ○ Numeracy leader ○ Outdoor/ Forest leader ○ HWB (Emotionworks) leader ● Support Staff <ul style="list-style-type: none"> ○ Literacy and Numeracy clubs ○ Fine and gross motor skills ○ Nurture ○ Yoga ○ Classroom Assistants Training ● Pupils <ul style="list-style-type: none"> ○ P7 Responsibilities ○ Providing CLPL for staff ○ Playmakers ○ Leading clubs ○ Paired readers ○ Citizenship Group facilitators 		<ul style="list-style-type: none"> ● are equipped with relevant knowledge and training materials to then disseminate best practice and development. Increased awareness, knowledge and skills in each area of development will impact upon pedagogy over time and impact positively on achievement, attainment and confidence. 	<ul style="list-style-type: none"> ● Informal and formal discussions between staff and SMT ● Learners' evaluations of Pupil Participation activities
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