



Renfrewshire Council Children's Services

**St Charles' Primary School
& ELCC**

Improvement Plan

2020-2021

Planning framework

As part of Children's Services, **St Charles' Primary school & ELCC** 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, Our Values

OUR VISION

The vision of **St Charles' Primary School** is for all to be safe, happy, and confidently engaged as learners in an environment where all individuals are respected; where the message of Christ is central in all that we do; where parents and carers are highly valued as partners and where everyone is motivated and encouraged to do their very best.

OUR VALUES

We value **GOD'S LOVE**

We will endeavour to live our lives according to the life & teachings of Jesus Christ. We will demonstrate our faith in words & actions, through prayer & worship.

We value **INCLUSION**

We will recognise and celebrate our own uniqueness and that of others. We will encourage everyone to develop in their own individual way.

We value **EACH OTHER**

We will listen to and appreciate the opinions and contributions of others.

We will show consideration and kindness to others, especially those in need.

We value **RESPECT**

We will treat each other, with kindness & courtesy, as we would like to be treated.

We will be mindful of the feelings of others & try to make our school a happy place for all. We will take care of ourselves, each other, our property & surroundings.

We value **HONESTY**

We will always be truthful & accept ownership of our own words and actions

We value **HARD WORK**

We will strive enthusiastically to do the best we can in all that we do.

We will take pride in our achievements.

We value **RESPONSIBILITY**

We will be responsible for our own actions and consider the effect of these on others.

We will actively participate in the life of our school, parish, local and wider community.

Our Aims

To provide a broad general education that meets the needs, expectations and aspirations of pupils and parents supported by well-trained motivated staff and well organised modern education resources.

To create a welcoming atmosphere and a positive ethos, allowing all children to be educated according to their needs in a safe, secure, happy and health-promoting environment based on Christ's Gospel values

To enable learners to realise their full potential through the provision of high-quality learning opportunities which encourage independence & co-operation in learning.

To support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.

To ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community.

To provide highly effective personalised support for learners to minimise the impact of potential barriers to learning.

To develop a genuine partnership with parents & other service users where every member of the community holds a deep respect for all others and their personal wellbeing and happiness.

To ensure the school's approach & commitment to improvement through self-evaluation, and high-quality leadership at all levels, maximises pupil attainment & achievement.

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

****denotes interventions/activities which are applicable to ELCC only***

To identify our priorities for improvement, we sought the views of pupils, parents & staff members. We used a variety of methods to illicit the views of those who are involved in the life and work of **St. Charles' Primary School & ELCC** such as meetings, questionnaires, carousel activities, "question of the month" displays, a graffiti wall, focus groups, evaluation forms relating to specific aspects of school life, as well as, pupil & professional dialogue meetings. COVID -19 school closure this session has limited our ability to collect some of this information, in the usual way, but a digital questionnaire completed by children, parents & staff posted on Google Classrooms has allowed us to gather the views of all of our staff & approximately 25% of our services users.

Prior to closure, all staff were involved extensively in activities focussed on self-evaluation using the quality indicators contained in How good is our school? (fourth edition) & How good is our early learning and childcare centre?

Staff have also evaluated practice using quality indicators and standards set out in other self-evaluation documents including, The Catholic School: Developing in Faith & the Health & Social Care Standards. Staff are familiar with other research based key documents & national guidance to support their practice such as; Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families & Five to Thrive & Building the Ambition.

Regular pupil progress/planning meetings with class teachers and senior managers allowed for further discussion regarding any whole school developments, initiatives and changes detailed within the annual School Improvement Plan (SIP). These meetings provided the opportunity for consideration of change in relation to the positive impact this is having on the individual learner.

Consultation & collaborative working practices are well established within the cluster; with the secondary school and with the other associated primary schools. There are planned opportunities across the year for senior managers to meet and consider developments and there are planned collegiate sessions each year to allow for networking, discussion, moderation and the sharing of methodologies by practitioners.

Relevant aspects of information shared at staffs' annual Professional Review and Development meeting (PR&D) is taken into consideration when formulating the annual SIP. Professional learning opportunities for all staff continue to be well supported with an appropriate resource allocation. This process (PR&D) has had to be postponed for many staff as a result of COVID-19 school closure & will be actioned during the recovery phase on return to school.

We would ordinarily consult extensively with our community & business partners across and outwith the Council to assist us in the delivery of our priorities. This year as a direct result of COVID-19 school closures that has not been possible.

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

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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 through a planned programme of quality assurance activities, which is devised and agreed by all staff at the beginning of each new session. In 2020/21, as in previous years, this will include some, or all, of the following monitoring and evaluation strategies: -

- *Pupil attainment tracking information (individual & group)*
- *Staff Meetings*
- *SMT/EMT Meetings*
- *Pupil Citizenship Group Meetings*
- *Pupil Focus Groups*
- *Learning & Teaching Peer Observations (In-School & across Cluster Partner Schools)*
- *“Show Me What You Know” Classroom/Playroom visits by SMT*
- *Professional Dialogue Meetings with Class Teachers*
- *Sampling pupils work*
- *Individual Pupil Support Plans reviewed and revised as required*
- *Parental, staff and pupils’ views*
- *Professional Review and Development Process for all staff*
- *Observations/feedback from professional collaborators e.g. Educational Psychologist, Home link Worker, EAL Teacher, Early Years Teacher.*

As well as these strategies attendance tracking, behaviour monitoring, exclusion statistics and parental concerns are all monitored on an ongoing basis. The school’s Extended Support Framework provides a forum for partnership working with external partners to facilitate this.

Each year we also complete a Standards & Quality Report and self-evaluation document, which are monitored by Renfrewshire Council Children’s Services’ staff.

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Priority 1: To promote the positive health and wellbeing of children & young people, parents/carers and staff			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QIs 2.1-2.4 QI 2.7 QI 3.1	<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	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>Following an extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school & ELCC. We will ensure that time and space is provided to actively promote staff health and wellbeing.</p> <p>Following an extended period of remote learning, we recognise the importance of ensuring all children feel safe and secure about transitioning back to school & ELCC, particularly those at key transition stages and those who are in our vulnerable/targeted groups.</p> <p>Re-establishing routines and supporting the health and wellbeing of all children during the recovery period will be of paramount importance.</p> <p>We recognise the importance of providing clear information to parents/carers and in reassuring parents/carers that children will be supported in their transition back to school & ELCC.</p>	<p>By August 2020: -all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.</p> <p>-parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.</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>-all staff have increased knowledge and understanding of the supports available to support children's mental health and wellbeing and signpost and draw upon these supports as required.</p> <p>-parents/carers of children in the target groups have increased knowledge of the transition programme and are aware of supports available to their child.</p> <p>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 more confident in their daily practice.</p> <p>-children in the target groups (new P1s & pupils with ASN) will have successfully transitioned and will feel safe, confident and engaged in their new surroundings.</p>	<p>Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.</p> <p>Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</p> <p>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5)</p> <p>Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.</p> <p>Staff self-evaluation as part of the PR&D process demonstrates that all staff feel confident in relation to their own wellbeing.</p> <p>Collegiate calendar shows that a range of staff wellbeing activities opportunities are being provided.</p> <p>Perception of engagement in learning for specific classes or subjects for target groups of learners – using the Leuven Scale and moving from 1 or 2 to 3 or 4 in scale.</p> <p>Wellbeing indicator results demonstrate that almost all children in target groups, score 8 or above in all SHANARRI indicators by Dec 20.</p> <p>Teachers' planning will demonstrate the increased focus on mental health and wellbeing.</p>	<p>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.</p> <p>All staff will complete Renfrewshire's 'Understanding the mental HWB of CYP' and eLearning modules 'Psychological First Aid' and SAMH (Scottish Association for Mental Health) module 'We all have mental health'.</p> <p>Introduce fortnightly 'coffee and chat' drop-in sessions for all staff & a monthly professional book club/guided reading sessions.</p> <p>Individual staff members will access the schools' Counselling service for consultation and/or Renfrewshire's 'Time for Talking' for personal support.</p> <p>Transition programmes will be delivered in partnership with EY/Primary/Secondary colleagues. Extended transition activities will be delivered over the summer for the most 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>

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		<p>CLPL evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support children.</p> <p>Playroom observations and practitioner evaluations will show that almost all children are happy in the ELCC and engaged in learning.</p> <p>Counselling service monitoring and evaluation systems will highlight the positive impact of the service on children's mental health and wellbeing.</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 partners will show that almost all children successfully participate and engage in programmes.</p> <p>Participation rates in parental transition programme show that almost all parents/carers, of children in the target groups, attended (virtually or otherwise).</p> <p>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.</p> <p>Minutes of meetings with pupil support/teacher show that targeted supports are being discussed with and understood by parents/carers.</p> <p>Communication to parents/carers through virtual meetings, Facebook/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.</p>	<p>Emotional literacy will be explicitly taught (e.g. RNRA, Seasons for Growth & Emotion works) Daily mindfulness sessions will be built into the curriculum.</p> <p>RNRA will be further developed & supported by Core Group team & EPS with a view to securing Amethyst award.</p> <p>Counselling service will be established and promoted through class contact, assemblies, collegiate sessions and participation in parent events. Referrals will be made for targeted children (PEF)</p> <p>Learning visits (SMT and peer) will focus on health and wellbeing and engagement.</p> <p>Partners will be identified to enhance delivery of emotional and social education as required.</p> <p>Transition programmes for EY/P1 and P7/S1 children will take place over the summer holiday in small groups. The EY/ primary staff will support primary/secondary colleagues to deliver the programme to ensure there is a known contact for children and parents/carers.</p> <p>Activities will be planned for parents/carers including information sessions, Q&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.</p> <p>Individual meetings will be offered for parents/carers of targeted children and a key adult within school.</p> <p>A communication plan is developed including target audience, methods of communication, regularity and review of effectiveness.</p>
Priority 2: To plan and implement a phased return to the establishment for children and staff			

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HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
QIs 1.3-1.5 QIs 2.1-2.4 & 2.6 QI 3.1	<ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged childrenImprovement in children's and young people's health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young people		1. School Leadership	4. Assessment of Children's Progress
			2. Teacher Professionalism	5. School Improvement
			3. Parental Engagement	6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention	
<p>Following several months of lockdown, it is necessary to have a clear plan in place for the phased return of children and staff to our establishment, in line with local and national guidance.</p> <p>Should a further lockdown be imposed we want to be well-prepared to ensure that children can engage in learning at home.</p>	<p>By August 2020:</p> <ul style="list-style-type: none">-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.-staff have increased knowledge of guidelines and expectations when working in school or at home.-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.-children begin a phased return to the establishment as per Scot Gov guidance and successfully engage in a blend of home and school learning. <p>By October 2020:</p> <ul style="list-style-type: none">-all stakeholders have an increased knowledge of our business continuity arrangements in the event of another lockdown. We have an improved understanding of 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.	<p>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.</p> <p>Teachers' planning will evidence that all teachers know and follow RCs Guidance on Remote Learning and the school's plan for 'blended' learning.</p> <p>Timetables and recovery plans show that children are grouped in cohorts with maximum capacity per class/base and patterns of attendance aligning with Scot Gov physical distancing guidance.</p> <p>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.</p> <p>Minutes of staff meetings show that staff are involved in the recovery planning process.</p> <p>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.</p> <p>Pre and post CLPL 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.</p> <p>Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the school community.</p>	<p>Adapt Health and safety risk assessment to local context.</p> <p>Undertake the H&S workplace assessment using "COVID workplace checklist" Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 symptoms Refer to document: Risk assessment educational establishments</p> <p>Contextualise the LA 'Recovery guidance for schools and early years establishments' and retain for own establishment.</p> <ul style="list-style-type: none">Reducing potential exposurePhysical distancingHygiene and protectionCleaning regimes <p>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.</p> <p>Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Devise plan for staggered arrivals, departures, breaks etc & include minimising the movement of children (PEF)</p> <p>Develop a clear learning, teaching and assessment plan that assesses the wellbeing and learning needs of</p>	

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		<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>children and provides both learning within the establishment and at home. Priorities initially to re-engage children and families, establish routines and ensure wellbeing needs are met. New learning will be planned when children are ready.</i></p> <p><i>Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.</i></p> <p><i>Complete and retain the establishment 'Business Continuity Plan', 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: To develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy			
HGIOS/HGIOELC QIs QI 1.2 QIs 2.2 & 2.3 QI 3.2	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
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.</p>	<p>By September 2020:</p> <ul style="list-style-type: none"> - 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. - all 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. -all teaching 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. <p>By October 2020</p> <ul style="list-style-type: none"> -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. -staff will have improved skills and increased confidence in using digital tools to support blended learning. 	<p>Teachers' planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.</p> <p>Pre and post CLPL surveys demonstrate that most/almost all staff have increased confidence in applying concepts from CLPL relating to learning, teaching and assessment.</p> <p>Teachers' planning reflects class-based learning, opportunities for home learning, learning online and learning outdoors.</p> <p>Attainment and tracking data for almost all children shows that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.</p> <p>Quality assurance activities demonstrate clear impact of professional learning on the quality of blended learning experiences.</p> <p>Informal classroom visits, monitoring of online/home learning activities and use of specific tools e.g. reader engagement surveys will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.</p> <p>Pupil voice demonstrates that almost all children enjoy learning, at home and online, and can talk confidently about their learning and next steps.</p>	<p>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.(PEF)</p> <p>Continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL or professional reading, linked to these approaches, where required e.g.:</p> <ul style="list-style-type: none"> Learning Intentions & Success Criteria Effective questioning Feedback Peer/self-assessment <p>Where required, practitioners will access high quality CLPL to promote understanding on approaches to differentiation.</p> <p>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.</p>

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		<p>Pre and post CLPL surveys will demonstrate that almost all staff have increased confidence in supporting blended learning approaches including the skilful use of digital tools. This is evidenced in daily learning and teaching practice.</p> <p>Monitoring and tracking information will evidence that all children have access to sufficient hardware and data to enable online learning.</p>	<p>Continue to embed & extend evidence-based approaches to the teaching of literacy and numeracy:</p> <ul style="list-style-type: none"> • Primary Literacy Coaching Programme • Disciplinary Literacy • Stages of Early Arithmetical Learning • Concrete-Pictorial-Abstract progression • Promotion of Growth Mindset • *Learning to listen • *I can <p>(PEF)</p> <p>Continued, tailored support will be requested as required from the Attainment Team including Development Officers and Modelling and Coaching Officers.</p> <p>Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.</p> <p>The school's Digital Champion will continue to participate in LA meetings and disseminate information and best practice approaches to the staff team.</p> <p>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.</p> <p>https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/ https://education.gov.scot/improvement/scotland-learns/</p>
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Priority 4: To ensure effective use of data and evidence to plan for recovery			
HGIOS/HGIOELC QIs QI 1.1,1.3 QI 2.3 QI 3.1,3.2	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>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.</p>	<p>By October 2020:</p> <p>- 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.</p>	<p>Pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners.</p> <p>All planning associated with learners demonstrate a range of data sources being considered.</p> <p>Data gathered through quality assurance process will evidence that almost all staff have effectively planned approaches to blended learning.</p> <p>Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented.</p> <p>Almost all children/ parents report that universal/ targeted/ intensive supports met their needs/their children's needs during transition and blended learning.</p> <p>Almost all children have demonstrated participation and engagement in blended learning</p>	<p>Staff will engage with Dive into Data (Data for Recovery) professional learning provided by Management Information Officer and Attainment Advisor</p> <p>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)</p> <p>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. (PEF)</p> <p>Learner/teacher/parents' views of blended learning approaches</p> <p>Evidence used to identify key trends and inform school recovery planning.</p> <p>Evidence used within classrooms to understand learner experience and plan next steps in health and wellbeing support and learning. (PEF)</p> <p>Progress measured through ongoing evaluations to ensure the needs of children are being met (adapt/adopt/abandon). (PEF)</p>

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